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2017 MAGNET SCHOOLS ASSISTANCE PROGRAM

U.S. DEPARTMENT OF EDUCATION, CFDA NUMBER: 84.165A

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COMPETITIVE PREFERENCE PRIORITY 1 – NEED FOR ASSISTANCE

(1) Costs of fully implementing the magnet schools project as proposed.

Richland County School District One (Richland One), South Carolina’s Capital Schools, is a dynamic school district educating more than 22,000 students PreK through grade 12 at 52 schools and centers in urban, suburban, and rural neighborhoods across the city of Columbia. Our mission is to be a leader in transforming lives through education, empowering all students to achieve their potential and dreams. Our vision is that Richland One, in collaboration with an engaged community, is committed to ensuring that each learner achieves his or her potential in a safe, caring, academically challenging, and diverse learning environment that will develop productive citizens for a changing world. *Leadership Richland One* will implement evidenced-based leadership magnet programs in language immersion and career development through our Magnet Schools Assistance Program (MSAP) grant. Table 1 provides a snapshot of our themes and targeted grade levels with the introduction of new or significantly revised schools through *Leadership Richland One (Competitive Preference Priority 2 – New or Revised Magnet School Projects and Strength of Evidence to Support Proposed Projects)*.

Table 1. MSAP New and Significantly Revised Schools and Themes		
School	Theme	Grade Level
Carver-Lyon Elementary	Revised Global Leadership/Language Immersion Program - <i>Spanish, Mandarin Chinese, French, and Related Arts</i>	Grades K-5
Bradley Elementary	New Leadership/Career Awareness	Grades K-5
Sanders Middle	New Leadership/Career Exploration	Grades 6-8

Keenan High	New Leadership/Career Preparation 4 Academies: Hospitality and Tourism, Government, Entrepreneurship, and Engineering	Grades 9-12
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The costs of fully implementing our proposed evidence-based leadership magnet programs through the MSAP grant are outlined in Table 2 below and total \$14,985,558 over five years.

Table 2. Leadership Richland One Budget Overview						
Category	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Personnel	626,000	888,750	1,329,800	1,684,600	2,015,400	
Fringe Benefits	183,455	262,913	397,622	505,594	607,806	
Travel	153,191	517,198	534,812	534,812	534,812	
Equipment	116,800	169,645	208,355	196,371	198,387	
Supplies	201,795	128,160	82,820	52,820	42,820	
Contractual	505,720	517,700	522,950	295,200	300,450	
Indirect Costs	73,113	109,588	140,549	161,523	184,027	
Grant Total	1,860,074	2,593,954	3,216,908	3,430,920	3,883,702	14,985,558

In addition to MSAP funding, Richland One will contribute several critical items in-kind including 0.1 FTE of our Management Team, 0.15 FTE of our marketing coordinator, time contributions from our principals of each *Leadership Richland One* magnet school, and 1.0 FTE from our

existing language immersion lead teacher (Carver-Lyon). Moreover, we anticipate that minor construction and facilities improvements will be needed in our schools to support the significant expansion of our magnet programs which will be provided for with Richland One local funds. Without MSAP funding, Richland One could not implement our *Leadership Richland One* magnet programs at the pace outlined in our five-year management plan, specifically the addition of the leadership and elementary, middle, and high school career development programs, and could not provide the resources to support the classroom set up as well as the professional development for our educators to effectively implement these evidence-based magnet programs. Grant funding will support the hiring of personnel to lead the implementation of our new and revised magnet school programs including our full-time project director, leadership lead teachers, language interventionist, and language immersion teachers and instructional assistants. Teacher stipends for curriculum development refinement outside of school hours, professional development, and summer language camp staffing as well as funding to hire substitutes allowing teachers to participate in professional development throughout the school year is also budgeted to support the planning and training needed for implementation. MSAP funding is also needed to support local travel between magnet schools; travel to model sites; travel to local, regional, and national training and conferences including, but not limited to, the Center for Advanced Research on Language Acquisition's Summer Institutes for Immersion Educators and Project Lead the Way (PLTW); local and regional extensional activities; hands-on experiences at local businesses and plants; afterschool activities for students; and transportation to and from school for students as well as for our summer language camp. Ensuring that our schools have the necessary equipment and supplies to implement our magnet programs with fidelity is essential as we rollout this program over the next five years and look forward to future expansion after grant funding has ended. Equipment

will be purchased to properly setup our language immersion classrooms with age appropriate furniture, fixtures, and instructional materials reflective of the Spanish, Chinese, and French cultures as well as equipment for the PLTW classroom setup for our Engineering Academy at Keenan High. Assessments will also be purchased to support our language immersion students. In addition, MSAP funding will directly support supplies for marketing, professional development, parent engagement, and general office supplies for project staff. Finally, our MSAP Planning Committee and Richland One leadership recognize that access to professional development is necessary for our teachers if we are to be successful in our implementation of our *Leadership Richland One* magnet programs. MSAP funding will support professional development in a variety of areas including, but not limited to, Buck Institute for Education’s Systemic Services, National Academy Foundation, IB Primary Years, Mastery Connect, Professional Learning Communities, Mindfulness Education and Mindful Parenting, Carol Dweck’s Growth/Fixed Mindset, Executive Functioning, curriculum development, global leadership, vertical and horizontal mapping, integration of language immersion with related arts courses, literacy education, multilingualism, language immersion, family engagement, classroom setup, and whole-school implementation of *The Leader in Me* and *The 7 Habits*. MSAP funding will also support contracts with expert consultants related to translation services to support the language immersion program at Carver-Lyon Elementary and evaluation services provided by The Evaluation Group. Additional, detailed information on individual costs associated with our new and significantly revised magnet school programs are included in our *Leadership Richland One* Budget Narrative. In budgeting the costs to assist Richland One with fully implementing this project, our MSAP Planning Committee carefully identified costs that are allowable, allocable, and reasonable to this project.

► **Stakeholder Support and Response:** Expansion and creation of these new magnet programs

in Richland One is necessary to meet the overwhelming support and interest among parents in our district as evidenced from feedback in implementing language immersion magnet programs. Richland One completed an initial language immersion parent interest survey in 2015. Approximately 77% of parents expressed interest in enrolling their child or children in a language immersion program in Richland One for the 2016-17 school year (Richland One, 2015). The overwhelming majority of parents expressed Spanish as their first-choice language, with French ranked second, and Mandarin Chinese ranked third. Moreover, over 94% of parents agreed that the study of foreign languages and cultures is an important part of their child's education. Foreign language programming must begin early so that proficiency can develop over time, and the ability to communicate in a foreign language is an important skill in our global society. In a recent survey, initial parental response was positive with 100% of parents stating they are satisfied with their child's second language development and feel that they benefit from the language immersion experience with nearly 90% stating they are satisfied with their child's academic progress. Stakeholder support of establishing magnet programs in our district is evident through the long-term vision of our superintendent to continue to develop innovative programs through specialized magnets and other research-based strategies. Target school principals have also been involved in the planning for *Leadership Richland One* and have committed to working closely with our project director and Management Team to meet the objectives of our MSAP project.

(2) Resources available to carry out the project if funds were not provided.

Richland One will rely on available local funds to carry out the MSAP project if funds under the program were not provided. However, with MSAP funding, implementation of the new and revised *Leadership Richland One* magnet programs in our district will occur sooner and have the potential to expand further past our rollout plans beginning in the 2017-18 school year. With MSAP funding,

Richland One will have the ability to expand the Spanish and Mandarin Chinese immersion program to the related arts (i.e., visual arts, music) by Year 2 and add a new language, French, by Year 3. As applications have already been accepted and selected for the 2017-18 school year (Year 1) for our kindergarten and grade 1 Spanish and Mandarin Chinese language immersion program at Carver-Lyon Elementary, Richland One will move forward with providing these opportunities to students. However, without grant funding to continue expanding these programs, it is certain that the timeline for expansion will be negatively impacted and we will be unable to implement the global leadership component as Richland One will need to identify other local or external resources, including financial and non-financial, to fully implement the *Leadership Richland One* programs at Carver-Lyon Elementary. In addition, the implementation and rollout of our career development programs in our elementary, middle, and high schools will be delayed and may not occur as proposed in our MSAP Management Plan. Other non-financial resources including existing district and school-based personnel who have participated on our MSAP Planning Committee will continue supporting the rollout of these programs. However, as we continue to plan and identify expansion over the proposed five years, we recognize that a dedicated MSAP Management Team, led by our project director, will be key in providing overall direction to the creation and expansion of magnet schools in Richland One resulting in multiple choice offerings for our families and increased socioeconomic integration. We also recognize that additional financial resources are needed for marketing specific to our magnet schools. MSAP funding will support the supplies and resources for our marketing strategies including brochures, print ads, billboards, a dedicated webpage, and school branding including internal and external signage and murals to support increased socioeconomic integration in our magnet schools and target students and families in our community who may have enrolled in other available choice options (i.e.,

private schools, charter schools). Other non-financial resources available to Richland One, including parent interest and support of our *Leadership Richland One* programs, will be key in continuing the implementation and expansion. Parent interest and support will also be helpful in our marketing and recruitment strategy as first-hand experiences are shared with potential students and families expressing interest in our magnet programs. In addition, our 2014-19 Richland One Strategic Plan will help to guide expansion of our language immersion magnet school in the event that grant funding is not available.

(3) Extent to which the costs of the project exceed the applicant’s resources.

Costs for Richland One’s MSAP project exceed the resources currently available to the district to fully implement the project according to the five-year timeline provided in *Quality of the Management Plan*. Over the course of the 2017-18 school year, Richland One has committed significant resources for the implementation and planning of our initial grade 1 language immersion classrooms in Spanish and Mandarin Chinese at Carver-Lyon Elementary as well as an additional Spanish language kindergarten classroom, in response to parent interest, to complement the existing classrooms implemented during the 2016-17 school year. To date, Richland One has invested nearly \$2.6 million in the rollout of the language immersion program. While our district has significant resources committed to the second year of implementation, additional resources are needed to continue this work and expand our magnet programs. Overall, financial resources over five years totaling \$14.9 million are needed to expand and fully implement the *Leadership Richland One* magnet schools in Richland One. For the 2017-18 school year, Richland One has local funds committed to supporting the grade 1 language immersion expansion but without grant funding, will not be able to fully support the implementation of the global leadership program and extension of language immersion into related arts in Year 2 and French in Year 3.

(4) Difficulty of effectively carrying out the approved plan and the project for which

Our *Leadership Richland One* magnet programs have been developed by a team of educators and leaders in Richland One. However, Richland One envisions some difficulty in effectively carrying out the approved plan and the project for which assistance is sought under MSAP.

► **Timeline:** The continued rollout of our magnet programs to additional grade levels will be dependent on our educators and leadership adhering to our MSAP Management Plan, specifically our timeline for hiring new personnel and required professional development. Professional development for educators in both our language immersion and career development programs will be extensive beginning immediately upon notice that we have been selected to receive MSAP funding and continuing into the school year and during the summer through a wide range of activities including coaching, on- and off-site training, summer institutes, opportunities for certification and credentialing, links to university and other experts, participation in professional organizations, and model site visits to observe best practices. In addition to participation in professional development, educators will play an integral role in the development and revision of our high-quality curriculum to ensure that it is aligned to the appropriate grade-level expectations and state standards which also includes our expansion of the language immersion program into related arts. Our grant funded project director will be essential for ensuring that milestones are reached for hiring new educators and that required professional development is completed prior to each school year and expansion to additional grades.

► **Timeline for Participation:** Although the language immersion and career development programs will provide attractive options for families in Richland One, the timeline for enrollment of students may prevent interested students and families from applying and therefore impact

Richland One negatively in meeting our minority group isolation objective. All interested families must participate in a required parent information session prior to application to our magnet programs. For our language immersion program, students must be enrolled in the program no later than Labor Day. For our career development program, students may enroll at any time. Our new marketing plan and recruitment and selection strategies will assist us with recruiting students on-time into our language immersion and career development programs.

► **Diversity:** The schools selected to house our language immersion and career development school-within-a-school magnet programs have a majority African American population. While our new marketing plan and revised recruitment and selection strategies are intended to facilitate diversity in our language immersion and career development programs, Richland One may face challenges in demonstrating a significant impact on the racial and socioeconomic composition of the school by the end of the five-year grant period. However, it is our intent through grant funding in Year 1 to develop an effective data-driven marketing and recruitment strategy to see increased racial and socioeconomic integration in these schools during the five-year grant period. The MSAP resources will ensure that Richland One is well poised for increased racial and socioeconomic integration after the grant period has ended.

COMPETITIVE PREFERENCE PRIORITY 2

STRENGTH OF EVIDENCE TO SUPPORT PROPOSED PROJECTS

The chosen study was included due to its overlap with outcome, population, and magnet school program design. Richland One proposes four new magnet school programs that each implement a core focus or theme. Serving over 22,000 students, Richland One is a large school district with high concentrations of minority students in urban areas with non-minority students often located in more suburban areas. Similar to the cited study (*Appendix F*), *Leadership Richland One* intends to use high demand themed magnet schools to reduce minority group isolation.

► **Citation:** 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.

- **Meets *What Works Clearinghouse* Group Design Standards without Reservations.**
- **Study Design:** Randomized Control Trial
- **Statistically Significant Impact on Relevant Outcome:** Statistically significant positive impact of magnet school attendance on standardized mathematics and reading test scores
- **Large Sample Size:** 514 (Mathematics) and 516 (Reading)
- **Multi-site Sample:** Two magnet schools
- **Recruitment:** Applications followed by lottery
- **Baseline Equivalence:** Established through baseline testing on age, race, free-lunch eligibility, special education, gender, math pre-test scores, and reading pre-test scores
- **Selection Bias:** Addressed through randomization
- **Sample:** Connecticut students who attend theme based magnet schools. Magnet school attendees vary by location with higher rates of minority students in urban magnet schools and lower rates of minority students in suburban magnet schools
- **Statistically Significant Results:** Yes, $p < .01$

► **Citation Outcome(s):**

- Bifulco, Cobb, and Bell (2009) found students who were randomly selected via lottery to attend magnet schools experienced significantly higher reading and math scores than students who applied but were not selected to attend magnet schools in Connecticut.
- Magnet schools in the study saw significantly increased diversity with more minority students attending suburban magnet schools and fewer attending urban magnet schools.

The outcome of diversity will also be assessed in *Leadership Richland One* as minority group isolation.

- The key outcomes in this study relate directly to our *Leadership Richland One* outcomes, since their study focused on standardized assessments of reading and math achievement outcomes and our project will focus on standardized assessments of reading and math achievement outcomes.

► **Relevance to Proposed Project:**

- **Overlap with Population:** Similar to the use of interdistrict magnet schools, the study includes magnet schools in both urban and suburban areas. The demographics of Richland One mirror those in the cited study with larger minority enrollment in urban schools.
- **Overlap with Strategy:** The revision/introduction of four magnet schools with distinct themes that students opt into aligns with the cited study's method where "each magnet has an educational theme, and students choose to enroll on the basis of their interest in the school's theme" (p. 326). Also, identical to the cited study, all students in Richland One are eligible for enrollment in the four proposed magnet schools and may apply to attend.
- Design and analysis of the proposed study will overlap significantly with the cited study. First, baseline equivalence testing will be conducted using similar indicators of gender, race, academic achievement at pre-test, and socio-economic status. Second, lottery selection will be used for all magnet schools that receive more applications than open slots. Lastly, the outcome domain of academic achievement will also be analyzed in the proposed study given it is an intended outcome from school choice and desegregation.
- **Overlap with Outcomes:** Both the cited study and our project focus on reading and math student achievement outcomes and diversity/minority group isolation.

COMPETITIVE PREFERENCE PRIORITY 4

INCREASING RACIAL INTEGRATION AND SOCIOECONOMIC DIVERSITY

(1) Applicant proposes to increase racial integration by taking into account socioeconomic

Richland One, will increase racial integration in our magnet schools by taking into account socioeconomic diversity in design and implementation, recruiting students from different social, economic, ethnic, and racial backgrounds to participate in the magnet schools created through our MSAP grant. Research indicates that students enrolled in schools that are racially and socioeconomically integrated have the opportunity to experience greater academic, social, and cognitive benefits as compared to students in schools with a high proportion of students living in poverty (Potter, 2016). Our current recruitment and selection process for the Richland One language immersion program at Carver-Lyon Elementary promotes racial and socioeconomic integration through our admissions process, as all students who live in Richland One are eligible to apply. Admission is by written application only without academic examination as a criterion for student selection. If the number of applications received equals the number of seats available in the program, all students are accepted. If more students apply for a grade level than the number of slots available, students are selected through a computerized Random Selection Lottery with weighted priority given to students of teachers or older siblings in the school. As part of our revised selection activities discussed below, these two priorities will be removed if, after careful examination of enrollment data, Richland One leadership determines that the priorities given to family members are not supporting our goal of reducing minority group isolation in our *Leadership Richland One* schools.

► **Revised Recruitment and Selection Activities:** Through *Leadership Richland One*, we will shift the demographics in our magnet schools by continuing open enrollment to any student in Richland One through our revised recruitment and selection process with the goal of decreasing minority group isolation in our four target schools. Richland One defines minority group isolation as occurring at schools that have a larger racial or ethnic population for a specific subgroup of 10% or greater when compared to District averages. Table 3 below provides current demographics for our district compared to the four schools selected to implement the *Leadership Richland One* magnet program which demonstrates the minority group isolation in our four target schools.

Table 3. Leadership Richland One School Demographics (SC ED, 2016)					
Race	District	Carver-Lyon	Bradley	Sanders	Keenan High
African American	71.4%	92.5%	90.8%	88.3%	95.2%
American Indian	0.1%	0.0%	0.8%	0.0%	0.0%
Asian	1.3%	0.6%	0.0%	0.6%	0.0%
Caucasian	19.3%	2.2%	2.5%	6.1%	1.7%
Hispanic	4.6%	3.4%	3.4%	2.8%	1.7%
Pacific Islander	0.1%	0.0%	0.0%	0.0%	0.0%

Two or More Races	3.2%	1.3%	2.5%	2.2%	1.4%
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By introducing the option of additional magnet programs to our middle and upper income families, we will attract students to schools in our district that have traditionally served lower-income families thus helping to facilitate socioeconomic integration (Kahlenberg, 2013). Through *Leadership Richland One*, we will develop a new, district-wide marketing and recruitment plan, in coordination with our Richland One marketing coordinator, which will impact the entire pipeline of students in our district interested in applying for our language immersion and career development programs. Moreover, we will integrate our MSAP minority group isolation objectives and will follow recommendations from the Magnet Schools Assistance Program Technical Assistance Center (MSAP Center, 2013) in an effort to create more racial and socioeconomic integration throughout our magnet programs. Our new marketing plan will be our roadmap in reaching out to prospects from different social, economic, ethnic, and racial backgrounds. In addition to developing a marketing plan in Year 1, the Management Team, in coordination with district the Leadership Development Team, will examine our current selection plan for the language immersion and career development magnet programs. To achieve diversity in schools, selection approaches for schools, such as magnet programs, either consider the race of students or do not rely on race (US ED, 2011). Through implementation of *Leadership Richland One*, we intend to meet ***Competitive Preference Priority 4 – Increasing Racial Integration and Socioeconomic Diversity*** by revising our selection of students into our language immersion and career development (Figure 1) programs to include weighted criteria and race-neutral approaches in the applicant process, taking race into consideration but not relying on race as a condition for selection into our programs.

Figure 1. *Leadership Richland One* Revised Student Selection



Students who apply for a seat in the magnet program at our elementary, middle, and high schools that are zoned for attendance already to that school will be given priority followed by applicants who have a sibling already attending the school or a parent or guardian employed by the school. However, as we fill seats for the magnet program and find that these three priorities are not helping us achieve our goal of reducing minority group isolation, we will remove them as a weight in the lottery process. As previously mentioned, Richland One will use race-neutral approaches in our weighted, random selection lottery to fill remaining magnet school seats in our four target schools. Examples of race-neutral approaches include socioeconomic status of the student; parental education; household status of the student; geography, such as neighborhood zones or lines; neighborhood socioeconomic status, and composition of area housing, looking to determine the distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2011; Kahlenberg, 2013; Potter, 2016). For elementary school applicants, students zoned for non-Title 1 schools will be given preference in the lottery while middle and high school applicants will receive a weight dependent upon their neighborhood’s socioeconomic status (SES) in an effort to support socioeconomic integration of our *Leadership Richland One* magnet schools. Race-neutral approaches will be used in our selection plan for applicants moving forward (US ED, 2011; MSAP Center, 2013). Our revised recruitment and selection plan will be designed to meet ***Competitive Preference Priority 3 - Selection of Students*** (Appendix E: Data Table 5) and directly supports our program Goal 1 – Desegregation: Implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation.

A. DESEGREGATION

(1) Effectiveness of plan to recruit students from different backgrounds.

In Richland One, we provide all students the opportunity to succeed academically through a high-quality education in an environment of diversity and equitable access. Richland One is committed to reducing minority group isolation and increasing socioeconomic integration in our district through the development and implementation of magnet schools. Table 4 below provides a snapshot of our district demographics.

Table 4. Richland One Demographics (Richland One, 2017)	
Student Enrollment	
Total (K-12)	22,791
Elementary Schools	11,499
Middle Schools	5,075
High Schools	6,217
Student Demographics	
African American	71%
Caucasian	19%
Other	10%
District Participation in Community Eligibility Provision (meals reimbursed)	100%

Research indicates that students enrolled in schools that are racially and socioeconomically integrated have the opportunity to experience greater academic, social, and cognitive benefits as compared to students in schools with a high proportion of students living in poverty (Potter, 2016). Magnet schools are viewed as an approach to effectively increase socioeconomic integration as they provide themes attracting a diverse group of students and families, ultimately creating a racially and socioeconomically integrated student body (Potter, 2016). Richland One will recruit students from different social, economic, ethnic, and racial backgrounds to participate in the *Leadership Richland One* evidenced-based leadership magnet programs in language immersion and career development created through our MSAP grant. Our overall leadership theme was selected in response to the need to build 21st century skills in our students and aligned to the “Profile of the South Carolina Graduate”, adopted by the SC Department of Education, Association of School Administrators, Chamber of Commerce, Education Oversight Committee, and State Board of Education. The Profile (*Quality of the Project Design*, Table 16) emphasizes development of world-class knowledge which includes: rigorous standards in math, language arts, multiple languages, science, technology, engineering, arts, and social sciences. Table 5 provides a snapshot of our themes and targeted grade levels through the introduction of new and significantly revised schools as part of *Leadership Richland One (Competitive Preference Priority 2 – New or Revised Magnet School Projects*, Appendix F).

Table 5. MSAP New and Significantly Revised Schools and Themes		
School	Theme	Grade Level
Carver-Lyon Elementary	Revised Global Leadership/Language Immersion (Spanish, Mandarin Chinese, French, and Related Arts)	Grades K-5

Bradley Elementary	New Leadership/Career Awareness	Grades K-5
Sanders Middle	New Leadership/Career Exposure	Grades 6-8
Keenan High	New Leadership/Career Preparation (Four Academies: Hospitality and Tourism, Government, Entrepreneurship, and Engineering)	Grades 9-12

► **Language Immersion:** Through our *significantly revised* global leadership and Spanish, Mandarin Chinese, and French language immersion magnet at Carver-Lyon Elementary, students from kindergarten through grade 5 will be provided an innovative, standards-based curriculum to foster their development as self-confident learners, creative thinkers, problem solvers, and productive global leaders of the 21st century with a respect for cultural differences. The language immersion program is designed for students to achieve academic proficiency in both English and Spanish, Mandarin Chinese, or French allowing them to become bilingual, bicultural, and biliterate. Moreover, we will integrate a new global leadership theme to be supported by a model using The Leader in Me (TLIM) approach incorporated throughout core subjects, electives, and related arts. Leadership development will complement our language immersion curriculum by concentrating on advancing key 21st century skills which include: communication, student self-confidence, teamwork, initiative, responsibility, social etiquette, creativity, self-direction, and problem solving (TLIM, 2017). Project-based learning will also be incorporated as it provides a solid framework to support our whole-school leadership theme as well as academic success. The language immersion magnet launched for the first time in Richland One during the 2016-17 school year for PreK and kindergarten. Dual immersion classes in Spanish and Mandarin Chinese will

expand into grade 1 during Year 1, TLIM and project-based learning will be introduced in Year 2, and French dual immersion classes will be added in Year 3 beginning with PreK and kindergarten.

► **Career Development:** Richland One, located in the capital city of Columbia, will draw upon identified needs and existing partnerships in our community to implement career development magnet schools across grade levels. Our district leadership studied the high-demand, industry specific needs in our region and identified the opportunity to develop 21st century learners in four key areas: hospitality and tourism, government, entrepreneurship, and engineering. Three *new* magnets will be created as a K-12 pipeline focused on leadership and career awareness, exposure, and preparation concentrated on regional industry needs. Like our language immersion magnet school, our career development magnets will implement a leadership theme supported by a model using The Leader in Me (TLIM) approach (K-8) and The 7 Habits of Highly Effective People and The 7 Habits of Highly Effective Teens (9-12). Project-based learning will also be implemented into our career development magnets providing students the opportunity for leadership development through student-led learning that includes a voice in curriculum, choice in learning activities, collaborative work groups, and self-directed learning.

Our *Leadership Richland One* recruitment efforts for our language immersion and career development magnets will be integral in creating a program of desire for families in our community and will ultimately attract a diverse group of students to enroll in a magnet program (Diem, 2012).

► **Current Recruitment and Selection Activities:** The language immersion magnet program in Richland One was launched during the 2016-17 school year and our current recruitment and selection activities have already demonstrated they are promoting racial and socioeconomic integration. For example, preliminary data from our current recruitment and selection activities of students into our language immersion magnet at Carver-Lyon Elementary indicates that students

not zoned for Carver-Lyon are opting to attend our language immersion program. During the 2015-16 school year, our kindergarten classes had only one Caucasian student and one multi-racial student enrolled with the remaining students being African American. With the launch of our language immersion program in the 2016-17 school year, our kindergarten classes had one Caucasian student, two Hispanic students, and one multi-racial student enrolled with the remaining students being African American. Moreover, 92% of our PreK class and 62% of our kindergarten class was composed of students not zoned for Carver-Lyon Elementary but were instead opting to attend the school through the magnet program.

For our current recruitment and selection of students for the language immersion magnet, all students who live in Richland One are eligible to apply. Admission is by written application only and registration forms are distributed at mandatory parent information sessions held from January through February each year. Parent information sessions are an opportunity for representatives from the magnet program, school, and district to share information with potential families and answer any questions they may have concerning their student applying for a seat in the program. Forms must be submitted to Richland One's Department of Early Childhood Education by early March with all required documentation including a copy of the child's birth certificate (the long form), Social Security card, immunization record, and two current proofs of residence. Since the enrollment packet is lengthy and requires multiple supporting documents, parents are strongly encouraged to allow several days for completion, as incomplete enrollment packages are not accepted. Enrollment applications submitted after the due date are date- and time-stamped and placed on a waiting list, in the order received, regardless of enrollment priority or area of residence. After registration forms are received, they are sorted by grade level and the partner language of choice (i.e., Spanish). If the number of applications received equals the number of seats available

in the language choice area, all students will be accepted into the language immersion program. If more students apply for a grade level than the number of slots available, students are selected through a computerized Random Selection Lottery. Currently, applications for children of employees of the school, as well as applications of children who have siblings already enrolled in the program are given priority on a “space-available basis” in the Random Selection Lottery. The Random Selection Lottery takes place in April at the district office. To assist with and ensure reliability of the Random Selection Lottery, the director of early childhood education, at least two parent representatives, and a facilitator from the district’s Accountability, Assessment, Research, and Evaluation Department must be present. Parents are notified in writing about their application by the end of April and students not accepted remain on the waiting list. As slots become available, parents on the waiting list are notified by telephone. Once a student is accepted, they do not need to reapply each year to attend the language immersion magnet but receive a *Letter of Intent* in the spring to complete and return to notify the school they intend to remain in the program for the following school year. New waiting lists are generated each year after the Random Selection Lottery. If a child is not accepted, parents may re-apply the following year.

► **Revised Recruitment and Selection Activities for *Leadership Richland One*:** Research indicates that schools with a racially isolated student body are more likely to demonstrate lower academic achievement compared to schools with a diverse student body (US ED, 2011). Moreover, schools which are racially isolated exhibit high turnover rates, substandard facilities and resources, less effective teachers, and a lack of opportunities for students to participate in a rigorous, college preparatory curriculum (US ED, 2011; Diem, 2012). For students attending schools that are socioeconomically isolated, the achievement gap between students of lower and higher incomes continues to grow overtime and is evident as early as PreK (Potter, 2016; Reid, 2012). In addition,

a mounting body of research in the last ten years has focused on socioeconomic integration and suggested that it is most important in improving academic achievement for students and their life chances (Kahlenberg, 2013; Potter 2016; Diem, 2012; Kahlenberg, 2012). By introducing the option of additional magnet programs to our middle and upper income families, we will attract students to schools in our district that have traditionally served lower-income families and have demonstrated minority group isolation thus helping to facilitate socioeconomic integration (Kahlenberg, 2013). Table 6 below provides a comparison of census indicators for the city of Columbia compared to the zip codes where our *Leadership Richland One* magnet schools are located (29203 and 29204) and one of our most affluent neighborhoods in Richland One (29205).

Table 6. Leadership Richland One Community Indicators (US Census, 2017)				
Census Indicator	Columbia, SC	29203	29204	29205
HS graduate or higher age 25 +	87.2%	81.9%	84.3%	91.7%
Median household income	\$41,260	\$29,767	\$34,355	\$43,619
Persons in poverty	24.2%	33.8%	25.9%	24.8%

As demonstrated above, the two zip codes where our current magnet schools reside have both a lower percentage of high school graduates age 25 and older and lower median income as well as a higher percentage of persons in poverty compared to the city of Columbia overall and the 29205 zip code. Through *Leadership Richland One*, we will shift the demographics in our target magnet schools by continuing open enrollment to any student in Richland One through our revised recruitment and selection process with the goal of decreasing minority group isolation in our four target schools. Richland One defines minority group isolation as occurring at those schools that

have a larger racial or ethnic population for a specific subgroup of 10% or greater when compared to the District’s averages. Table 7 below provides our overall current demographics for our district compared to the four schools selected to implement the *Leadership Richland One* magnet programs which demonstrates the minority group isolation in our four targetschools.

Table 7. Leadership Richland One School Demographics (SC ED, 2016)					
Race	District	Carver-Lyon	Bradley	Sanders	Keenan High
African American	71.4%	92.5%	90.8%	88.3%	95.2%
American Indian	0.1%	0.0%	0.8%	0.0%	0.0%
Asian	1.3%	0.6%	0.0%	0.6%	0.0%
Caucasian	19.3%	2.2%	2.5%	6.1%	1.7%
Hispanic	4.6%	3.4%	3.4%	2.8%	1.7%
Pacific Islander	0.1%	0.0%	0.0%	0.0%	0.0%
Two or More Races	3.2%	1.3%	2.5%	2.2%	1.4%

Through our MSAP project, in Year 1, Richland One will develop a new, data-driven, districtwide marketing and recruitment plan, in coordination with our Richland One marketing coordinator. A

marketing and recruitment plan informed by demographic data from the district, magnet schools, non-magnet schools, and neighborhoods throughout the Richland One community will assist our marketing coordinator in designing targeted recruitment of subgroups to address minority group isolation. Our marketing coordinator is a certified marketing and communications specialist with over 10 years of experience in creating and implementing high impact and cost-effective integrated marketing communications in higher education, nonprofit, and government sectors. As described in *Quality of the Project Evaluation*, Table 33, and in alignment with recommendations from the MSAP Technical Assistance Center, we will integrate our three minority group isolation objectives under Goal 1 to implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation for our MSAP project (MSAP Center, 2013). An overview of recommendations is provided in Table 8.

Table 8. Key Recommendations Guiding Student Recruitment (MSAP Center, 2013)	
Identify potential students	Tailor marketing materials to potential students
Create a marketing plan	Assess each activity in marketing plan
Assess marketing plan to inform future plans	Target students through recruitment funnel

Recruitment of students through our new marketing and recruitment plan will be the first step in addressing racial and socioeconomic isolation in our target schools. To begin the development process, previous marketing and recruitment campaigns of Richland One to attract students to our magnet schools will be reviewed so our Management Team and marketing coordinator have an opportunity to identify lessons learned including successful practices and challenges encountered in past recruiting (MSAP Center, 2013). Next, our Richland One marketing coordinator will lead the completion of a SWOT (Strengths Weaknesses Opportunities Threats) analysis of each magnet school program to be targeted through the MSAP project (MSAP Center, 2013). The completion of a SWOT analysis for each magnet school program implemented through *Leadership Richland*

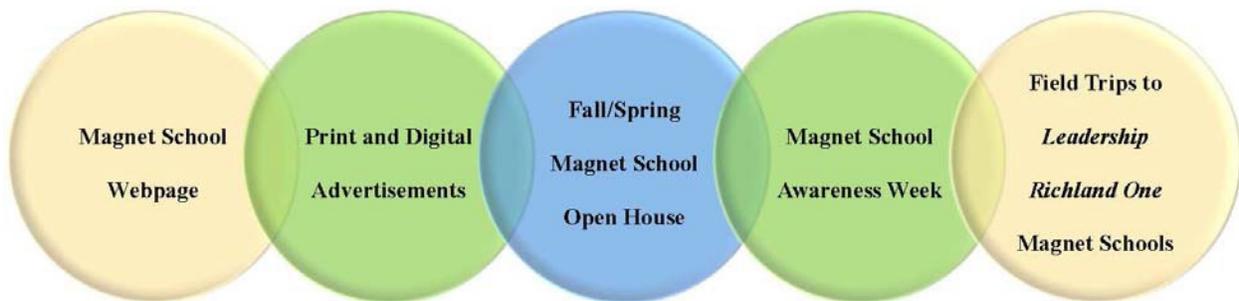
One will help to identify unique approaches that may be needed as we move forward with marketing and recruiting students into both programs including specific strategies to recruit students of different racial and ethnic minority groups and neighborhoods throughout our community. Moreover, the SWOT analysis will assist the marketing coordinator, project director, and Management Team in determining a timeline for the marketing and recruitment activities. Richland One will use the Student Recruitment Funnel Framework, outlined below in Figure 2, to guide our marketing and recruitment of students and families over the course of the MSAP project and inform how data is tracked from the first contact of students and families, to maintaining interest of the students and families across the recruitment period, and ultimately enrolling students to reduce minority group isolation in our magnet school programs (MSAP Center, 2013).

Figure 2: Student Recruitment Funnel Framework (MSAP Center, 2013)



Our new marketing plan will be our roadmap for Richland One in reaching out to prospects from different social, economic, ethnic, and racial backgrounds in a variety of methods. We will also target students and families who live within the Richland One area but have enrolled in other schools in our community, such as private and charter schools, to bring awareness to the magnet programs in our district. It is our hope that they will consider enrolling in one of our magnet programs which will further support efforts for racial and socioeconomic integration within our schools. Our marketing coordinator, in collaboration with our project director and Management Team, will develop a branding strategy as part of the marketing plan to include a logo for identifying our magnet school programs to be placed on our MSAP webpage and all print and digital materials (MSAP Center, 2013). Branding our magnet school program options will aid in communication with prospective students and families and help to create trust in our program (MSAP Center, 2013), as outlined in Figure 3, our marketing plan overview.

Figure 3: Leadership Richland One Marketing Plan Overview



(1) Magnet School Webpage: Prior to the start of the 2016-17 school year, Richland One procured services for development of a redesigned website for general district information but through the efforts of the MSAP project, we will create a new webpage specific to our magnet programs for parents to have instant access to details about enrollment including application information, timelines, and frequently asked questions about the different, diverse magnet options available to families residing in Richland One. The webpage will also link to each magnet school’s individual

webpage and to social media accounts to provide real-time information about our *Leadership Richland One* magnet programs throughout the year. A short video will be available on each school webpage highlighting the school and helping to draw attention to the unique magnet programs available to all students in Richland One. (2) Advertisements: We will strategically advertise with different visuals, such as print and digital, in areas of our district which would help with reducing minority and socioeconomic isolation of students in our magnet programs (MSAP Center, 2013). Advertisements placed throughout our community will reflect our diverse population in the Richland One area and will be available in a variety of reading levels and languages, such as English, Spanish, Mandarin Chinese, and French, to recruit students specifically for our language immersion program but also taking into account that families interested in our career development program may be English as a second language learners (MSAP Center, 2013). We will use microtargeting to decide where to place billboards, flyers, and other print and digital advertisements to target different subgroups and neighborhoods in our community. Moreover, our marketing coordinator will provide leadership in coordination with our Management Team to identify the best ways to advertise our magnet school options whether it be print advertising, radio, press releases, television features, mail, social media, or other publications in our community taking into consideration that a portion of families may have limited access to technology in the home (MSAP Center, 2013). By advertising the options available in Richland One, it is our intent to target families who may be considering leaving our district for other choice options in our community and neighboring school districts including other magnet, charter, or private schools. (3) Fall/Spring Open House: In addition to the mandatory parent information magnet school sessions, we will provide open house events at several points during the academic year for students, families, and our community to introduce the program, tour the school, and learn more about the

magnet school programs in an informal setting. Prospective students and families will have the opportunity to interact with current students and parent representatives to learn first-hand the impact and opportunities available to their student through *Leadership Richland One* magnet schools. Educators and staff from our magnet schools will co-lead tours with current students. Efforts will be made to conduct tours in small groups to allow for ongoing conversation regarding the magnet school program and the opportunity for educators to begin developing relationships with students and families interested in applying for *Leadership Richland One* programs (MSAP Center, 2013). Potential students and their families will also have the opportunity to observe instruction in the magnet schools. (4) Magnet Schools Awareness Week: Our project director, Management Team, and Richland One marketing coordinator will also plan a Magnet Schools Awareness Week to be held annually in the fall to bring awareness to the entire Richland One community and the city of Columbia of the magnet programs that are available to our families. Each day, a different magnet program will be highlighted on our Richland One website, magnet school's webpage, and social media accounts. We will invite members of the media community to participate as well as our partner organizations to share the successes and opportunities available to students through our magnet programs. Like our general print and digital marketing materials, all materials promoting Magnet Schools Awareness Week will reflect the diversity of our schools and be made available in English, Spanish, Mandarin Chinese, and French to accommodate our community. (5) Student Field Trips to Leadership Richland One Magnet Schools: Our project director will work with our *Leadership Richland One* magnet schools to coordinate annual field trips districtwide for prospective students to visit each of the magnet schools in an effort to continually recruit new students and generate new interest in our magnet programs. Throughout all phases of the marketing and recruitment process, the project director and Management Team,

in coordination with the Richland One marketing coordinator, will keep data on not only the number of inquiries that the language immersion and career development programs receive but also the number of outreach activities and points of contact for students and families (MSAP Center, 2013). This will assist the project director, Management Team, and school principals in continuing to monitor interest in the magnet school programs. In addition to developing a marketing plan in Year 1, the Management Team, in coordination with Richland One district leadership, will examine our current selection plan for the language immersion and career development magnets. In accordance with our Voluntary Desegregation Plan (*Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, Richland One will not use criteria that either (1) intentionally create schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or (2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by Richland One that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregative effects. To achieve diversity in schools, selection approaches for schools, such as magnet programs, either consider the race of students or do not rely on race (US ED, 2011). For approaches that do not rely on race, generalized race-based and race-neutral approaches are acceptable (US ED, 2011).

Through implementation of our MSAP project, we intend to meet ***Competitive Preference Priority 3 – Selection of Students and Competitive Preference Priority 4 – Increasing Racial Integration and Socioeconomic Diversity*** by revising our selection of students into our language immersion and career development (Figure 4) programs to include weighted criteria and race-neutral

approaches in the applicant process, taking race into consideration but not relying on race as a condition for selection into our programs.

Figure 4. *Leadership Richland One* Revised Student Selection



Students who apply for a seat in the magnet programs at our elementary, middle, and high schools that are already zoned for attendance to that school will be given priority followed by applicants who have a sibling already attending the school or a parent or guardian employed by the school. These three priorities will be removed if, after careful examination of enrollment data, Richland One leadership determines that the priorities given to students already zoned for the school and family members are not supporting our goal of reducing minority group isolation in our *Leadership Richland One* schools. As previously mentioned, Richland One will use race-neutral approaches in our weighted, random selection lottery to fill remaining magnet school seats in our four target schools. Examples of race-neutral approaches include socioeconomic status of the student; parental education; household status of the student; geography, such as neighborhood zones or lines; neighborhood socioeconomic status, and composition of area housing, looking to determine the distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2011; Kahlenberg, 2013; Potter, 2016). Research has demonstrated that when students of lower-incomes are enrolled in schools where less than 50% of students qualify for free- and reduced-price lunch, lower-income students are more likely to be surrounded by peers who are more engaged academically and less likely to cause discipline issues, by teachers who hold higher expectations for students, and by parents who are more actively involved in the operation of the school and hold administrators accountable (Kahlenberg, 2012). Research also has demonstrated

that lower-income students attending more-affluent elementary schools demonstrate gains in closing the achievement gap compared to their affluent peers in math and reading by the end of elementary school (Kahlenberg, 2013). For elementary school applicants, students zoned for non-Title 1 schools will be given preference in the lottery while middle and high school applicants will receive a weight dependent upon their neighborhood's socioeconomic status (SES) in an effort to support socioeconomic integration of our *Leadership Richland One* magnet schools. Race-neutral approaches will be used in our selection plan for applicants moving forward for our magnet school programs included in this application as well as future magnet schools implemented by Richland One after grant funding has ended (US ED, 2011; MSAP Center, 2013). Our revised recruitment and selection plan will be designed to meet ***Competitive Preference Priority 3 - Selection of Students*** (*Appendix E: Data Table 5*) and directly supports our program Goal 1 – Desegregation: Implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation. Tables 9 and 10 below provide an overview of our anticipated enrollment for our language immersion and career development magnet programs over the course of the five-year program period. Our anticipated enrollment figures for our kindergarten class for both the language immersion and career development programs reduces the minority group isolation at Carver-Lyon and Bradley Elementaries over the five-year program period and brings the projected percentage of African American students enrolled within less than 10% of the district average. In addition, our anticipated enrollment figures for African American students in grades 1-3 at Bradley Elementary and grades 6-7 at Sanders Middle reduces the minority group isolation to within 10% of the district average over the five-year program period.

Table 9. Language Immersion Projected Enrollment

Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
K	African American	90.0%	87.5%	86.6%	83.0%	79.5%
	Asian	0.0%	0.0%	0.0%	0.0%	0.9%
	Caucasian	2.5%	3.8%	4.5%	5.4%	6.2%
	Hispanic	5.0%	6.3%	5.4%	7.1%	7.1%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.9%
	Two or More Races	2.5%	2.5%	3.6%	4.5%	5.4%
1	African American	87.5%	88.8%	87.5%	85.7%	82.1%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%
	Caucasian	3.1%	3.8%	3.8%	4.5%	5.4%
	Hispanic	4.7%	5.0%	6.3%	5.4%	7.1%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	4.7%	2.5%	2.5%	4.5%	5.4%
2	African American		86.0%	86.3%	86.3%	84.8%

Table 9. Language Immersion Projected Enrollment

Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
	Asian		0.0%	0.0%	0.0%	0.0%
	Caucasian		3.1%	5.0%	5.0%	5.4%
	Hispanic		3.1%	6.3%	6.2%	5.4%
	Pacific Islander		0.0%	0.0%	0.0%	0.0%
	Two or More Races		7.8%	2.5%	2.5%	4.4%
3	African American			86.0%	85.0%	85.0%
	Asian			0.0%	0.0%	0.0%
	Caucasian			3.1%	5.0%	5.0%
	Hispanic			3.1%	6.2%	6.3%
	Pacific Islander			0.0%	0.0%	0.0%
	Two or More Races			7.8%	3.8%	3.7%
4	African American				84.4%	83.8%
	Asian				1.6%	0.0%
	Caucasian				3.1%	5.0%

Table 9. Language Immersion Projected Enrollment						
Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
	Hispanic				3.1%	6.2%
	Pacific Islander				0.0%	0.0%
	Two or More Races				7.8%	5.0%
5	African American					82.8%
	Asian					3.1%
	Caucasian					3.1%
	Hispanic					3.1%
	Pacific Islander					0.0%
	Two or More Races					7.8%

Table 10. Career Development Projected Enrollment						
Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
K	African American		90.0%	83.3%	80.0%	76.7%

Table 10. Career Development Projected Enrollment

Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
	American Indian		0.0%	0.0%	0.0%	0.0%
	Asian		0.0%	0.0%	0.0%	0.0%
	Caucasian		3.3%	6.7%	6.7%	6.7%
	Hispanic		3.3%	3.3%	6.7%	6.7%
	Two or More Races		3.3%	6.7%	6.7%	10.0%
1	African American			83.3%	80.0%	76.7%
	American Indian			0.0%	0.0%	0.0%
	Asian			0.0%	0.0%	0.0%
	Caucasian			6.7%	6.7%	10.0%
	Hispanic			3.3%	6.7%	6.7%
	Two or More Races			6.7%	6.7%	6.7%
2	African American				80.0%	76.7%
	American Indian				3.3%	3.3%

Table 10. Career Development Projected Enrollment

Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
	Asian				0.0%	0.0%
	Caucasian				6.7%	6.7%
	Hispanic				6.7%	6.7%
	Two or More Races				3.3%	6.7%
3	African American					76.7%
	American Indian					0.0%
	Asian					3.3%
	Caucasian					6.7%
	Hispanic					6.7%
	Two or More Races					6.7%
6	African American		86.7%	85.0%	83.3%	81.7%
	American Indian		1.7%	1.7%	1.7%	1.7%
	Asian		1.7%	1.7%	1.7%	0.0%
	Caucasian		3.3%	3.3%	5.0%	5.0%

Table 10. Career Development Projected Enrollment

Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
	Hispanic		3.3%	5.0%	5.0%	6.7%
	Two or More Races		3.3%	3.3%	3.3%	5.0%
7	African American		88.3%	86.7%	85.0%	81.7%
	American Indian		0.0%	0.0%	0.0%	0.0%
	Asian		0.0%	0.0%	1.7%	1.7%
	Caucasian		6.7%	6.7%	6.7%	6.7%
	Hispanic		3.3%	5.0%	5.0%	5.0%
	Two or More Races		1.7%	1.7%	1.7%	5.0%
8	African American		88.3%	86.7%	85.0%	83.3%
	American Indian		0.0%	0.0%	0.0%	0.0%
	Asian		1.7%	1.7%	1.7%	1.7%
	Caucasian		5.0%	5.0%	5.0%	6.7%
	Hispanic		1.7%	1.7%	5.0%	5.0%

Table 10. Career Development Projected Enrollment

Grade	Race	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
	Two or More Races		3.3%	5.0%	3.3%	3.3%
9	African American			91.7%	90.0%	87.5%
	American Indian			0.0%	0.0%	0.0%
	Asian			0.0%	0.0%	0.8%
	Caucasian			2.5%	3.3%	4.2%
	Hispanic			3.3%	3.3%	3.3%
	Two or More Races			2.5%	3.3%	4.2%
10	African American				91.7%	88.3%
	American Indian				0.0%	0.0%
	Asian				0.0%	0.8%
	Caucasian				2.5%	4.2%
	Hispanic				3.3%	3.3%
	Two or More Races				2.5%	3.3%

Table 10. Career Development Projected Enrollment						
Grade	Race	Year 1	Year 2	Year 3	Year 4	Year 5
		2017-18	2018-19	2019-20	2020-21	2021-22
11	African American					91.7%
	American Indian					0.0%
	Asian					0.0%
	Caucasian					2.5%
	Hispanic					3.3%
	Two or More Races					2.5%

Our project director, in coordination with the Management Team and Richland One leadership will ensure that documentation is kept regarding decisions made in the planning process to be completed in Year 1 for the new marketing and revised recruitment and selection plan. Records will further include information on other options not included in our new and revised plans and will include how our new plans will help us achieve our goal in reducing racial and socioeconomic isolation in our target schools to be served through *Leadership Richland One*. The new marketing plan and revised recruitment and selection plan will be fully implemented in Year 2 for our language immersion and career development programs and will continue to be implemented over the grant period. Our Management Team will continue to review and annually monitor the implementation of this marketing, recruitment, and selection plan over the project period and after grant funding has ended. For example, for our digital marketing materials specifically, our

marketing coordinator will track the delivery of emails and clicks of links contained in email messages in an effort to determine if this is an effective method to communicate with students and families about our project (MSAP Center, 2013). Moreover, the Management Team in coordination with Richland One leadership will assess the effectiveness of its efforts to attain diversity and avoid racial/ethnic group and socioeconomic isolation. This will include the analysis of data related to the number of students that the school accepts for enrollment (MSAP Center, 2013): Current percentage of students from each racial/ethnic group at each school; Current percentage of socioeconomically disadvantaged students at each school; and Effectiveness of the language immersion and career development programs in attracting students from different racial/ethnic and socioeconomic groups compared to the previous year. Richland One will also maintain data on the number of students enrolled and retained in our *Leadership Richland One* magnet programs annually.

(2) How it will foster interaction among students of different backgrounds in activities.

Research indicates that it is important to reduce racial isolation in schools so students have the opportunity to interact with students from different backgrounds and are exposed to racial diversity (US ED, 2011). Furthermore, the majority of families and research institutions recognize that not only racial diversity but also income and ethnic diversity enriches discussion in the classroom and prepares students for living in a multicultural society (Kahlenberg, 2013). Segregated schools do not provide students the opportunity to interact with others from different social, economic, ethnic, and racial backgrounds and therefore, hinders students from being prepared to work, live, and communicate in a diverse world (Potter, 2016). Moreover, schools with higher concentrations of poverty generally demonstrate lower academic achievement (Kahlenberg, 2013). By providing lower-income and minority students an opportunity to attend a school with a majority middle class

student body, studies have indicated that academic achievement can be increased (Kahlenberg, 2013). Students attending racially and socioeconomically integrated schools have also demonstrated higher test scores, are more likely to enroll in postsecondary education, will develop improved critical thinking skills, reduce prejudice, and are more likely than their peers to work in integrated workplaces and live in diverse neighborhoods as compared to students in segregated schools (Potter, 2016). Richland One is committed to providing a diverse, quality educational learning environment to students and through regular monitoring and assessment of accountability, we will ensure that a learning environment providing opportunities for students to interact with others from different backgrounds is available to all students.

► **All Magnet Schools:** To encourage interaction of students between different subgroups in our magnet schools, *Leadership Richland One* class enrollments will reflect heterogenous grouping of students in alignment with the overall racial and socioeconomic diversity of the magnet program at each school. Educators will also use heterogenous grouping for small-group instruction and encourage positive interactions between students including respect for diversity and other cultures. Our lead teachers will work with classroom teachers and each target school’s principal to monitor the grouping of our classrooms and make adjustments if necessary. Each *Leadership Richland One* magnet school will also implement a whole-school leadership model with project-based learning school-wide providing opportunities for students to interact, across subgroups, with students in the larger school that are not enrolled in the language immersion and career development programs. Project-based learning activities will allow for small-group interaction where students will collaborate and build relationships with other students. Outside of instructional time, students will have the opportunity for positive interactions during lunch; school-wide afterschool activities, such as school sports and clubs; and whole school special events. In addition, as the magnet program

expands over grade levels in our target schools, we will identify opportunities for older students to interact with younger students in their respective magnet program, for example, through presentations on career interests to practicing speaking their newly acquired foreign language. Magnet schools will also participate annually in our district's observation of the United Nations' annual International Day of Peace to recognize the district's work in promoting peace. In 2016, a Peace Pole, an internationally-recognized symbol of hopes and dreams of all humanity, was dedicated on the grounds of the Richland One offices and includes "May Peace Prevail on Earth" in 12 languages with six representing languages taught in schools throughout Richland One.

► **Language Immersion:** For students in our language immersion program, research indicates that in addition to academic and dual-language development, students develop appreciation for multiple cultures including their own (Fortune & Tedick, 2007). Our *Leadership Richland One* language immersion program in Richland One will expose students to a variety of cultures which will in turn help them to develop the ability to make connections with a variety of classmates from different backgrounds. Students will be provided opportunities needed to develop a global mindset which is becoming more and more important in our society today and will serve students well as they graduate from Richland One and pursue postsecondary education and the global workforce. International and intercultural conversations will be promoted through pen pals, guest speakers, and videoconferencing, for example, providing global experiences for students to interact with others outside of their immediate social networks. Through MSAP funding, we will infuse our language immersion classrooms with a myriad of resources that are culturally representative of the dual languages being taught and ultimately creating a global classroom experience where students are immersed in the culture not only through language but through instructional materials and resources reflective of Spanish, Chinese, and French cultures. Activities moving forward for our

language immersion program will build on activities that specifically promote the Chinese and Hispanic culture piloted during the 2016-17 school year at Carver-Lyon. All families at Carver-Lyon have the opportunity to participate in whole school Quarterly Parent Nights to become immersed in Mandarin Chinese and Spanish. Moreover, elements of the Chinese and Hispanic cultures are present as you walk throughout the halls of the school and see students' artwork, classwork, and conversations taking place in the immersion languages, which impacts all students in the building. Carver-Lyon will continue to provide full-immersion Summer Language Camps for all current and incoming students as well as school day and afterschool cultural extension activities that are open to the whole school, including Chinese Arts and calligraphy, strings, chorus, running club, and art club. Carver-Lyon will continue to host an annual two-week, school-wide Chinese New Year festival celebrating the lunar calendar new year with daily events and activities at the school to share the Chinese culture with all students. The two-week festival culminates with a school-wide Dragon Dance and parade around the school. To highlight our Spanish Immersion program, Carver-Lyon will continue to host a school-wide Hispanic Heritage Month with events for all students, families, and our community which includes musical performances, art, and sharing of traditional Hispanic dishes. These activities again provide opportunities for magnet school students to interact with other students from different social, economic, ethnic, and racial backgrounds including Hispanic students at Carver-Lyon who may not be enrolled in the language immersion magnet. As part of our significantly revised magnet school, we will develop specific school-wide activities to promote the French culture for implementation in Year 3. In addition, all students attending Carver-Lyon will also have the opportunity to participate in whole school local and regional extensional activities, including team building and leadership retreats, as an extension of the implementation of the leadership curriculum and project-based learning.

► **Career Development:** Our *Leadership Richland One* career development programs will provide students the opportunity to interact with the Columbia business and entrepreneurial community through local and regional extensional activities and hands-on experiences at local businesses and plants. Specific activities will vary by schools with elementary school students having access to guest speakers, career fairs, workplace tours, parental places of work, community volunteer activities, and class projects with a career theme. Middle school students will have the opportunity to participate in programming outside of the classroom including informational interviews, job shadowing, virtual exchanges with community partners, service learning, aptitude and interest assessments, career fairs, guest speakers from high-demand industries, tours of career centers, and simulated business or industry projects. High school students will engage in culminating internships related to their academy, leadership retreats, summer work experiences, projects with industry partners, career and college fairs, school-based enterprises, college research and visits, use of career centers and electronic job finding sites, virtual enterprise and other extended online interactions with partners, work-focused clubs and national competitions (e.g., Junior Achievement, Model UN, Future Business Leaders of America, Debate Team, Student-Led Press). As previously mentioned, *Leadership Richland One* will implement heterogenous grouping for class enrollments and extend this to groupings for career focused projects and activities to encourage positive interactions between students of different backgrounds.

(3) How it will ensure equal access and treatment for eligible participants who have been

Richland One’s nondiscrimination policy and Voluntary Desegregation Plan ensures that its programs and activities are available to all persons without regard to race, ancestry, ethnic group identification, national origin, religion, creed, age, actual or perceived sex, sexual orientation,

color, physical or mental disability, or marital or parental status. Furthermore, Richland One is committed to the law of equal educational opportunity. Research shows that it is imperative to provide students in poverty with the best educational environment (Kahlenberg, 2013).

► **Selection of Magnet Schools:** Our planning teams for *Leadership Richland One* selected school sites for magnet school expansion which have the most potential to ensure the participation of students that are traditionally underrepresented in the magnet school programs. Table 11 below provides an overview of the school sites selected for magnet school expansion and the percentage of students in poverty which includes those qualifying for TANF, Medicaid, or SNAP or were in the foster care system or homeless in the 2015-16 school year.

Table 11. <i>Leadership Richland One</i> School Sites 2015-16 Poverty Status (SC ED, 2016)	
School	% of Students in Poverty
Carver-Lyon Elementary	97.0
Bradley Elementary	92.7
Sanders Middle	80.8
Keenan High	82.6

Nationally, magnet schools first gained attention in the mid-1970's as a way for schools to implement desegregation strategies but also allow parents more options when it came to their student's education (Siegel-Hawley, 2012). Research has shown magnet schools to be effective in increasing socioeconomic integration as they attract a diverse group of students and families, ultimately creating a more racially and socioeconomically integrated student body (Potter, 2015; HUD, 2016). Through our new marketing and revised recruitment and selection activities, we anticipate to see more racial and socioeconomic integration at our magnet programs each year. All students participating in our *Leadership Richland One* magnet programs will be guaranteed equal

access and treatment in courses and activities offered as a part of the school. Our MSAP project director will monitor program activities to ensure equitable participation for all students.

► **Recruitment and Selection Activities:** (1) Recruitment: As we are recruiting students to *Leadership Richland One*, we must be cognizant of language barriers for families interested in learning more about our magnet schools. All *Leadership Richland One* recruitment materials will be provided in English and Spanish. Magnet school recruitment materials specific to the language immersion program at Carver-Lyon Elementary will also be translated into Mandarin Chinese and French to accommodate parents or guardians for whom English is a second language. In addition, translators will support the implementation of the language immersion magnet at Carver-Lyon by translating program materials, such as curriculum, teaching and learning resources, and assessments, into the appropriate partner language to support instruction. All materials produced to support our MSAP marketing and recruitment will reflect the varying reading levels of our target audience and will use both print and digital advertising as some families may not have adequate access to technology. In addition, we will place emphasis on encouraging and emphasizing minority students, including girls and other underrepresented subgroups, to participate in our STEM fields within our Career Development program. *Leadership Richland One* magnet school recruitment activities will reflect the diversity of our program and showcase students from a variety of backgrounds in an effort to interest potential students from underrepresented subgroups to apply for a magnet program. For example, during our annual Fall and Spring Open House, we may select a female student to lead a school tour and highlight our engineering pathway in an effort to defy stereotypes of STEM fields being for male students only. We will also recruit parent representatives of underrepresented subgroups to assist with recruitment presentations, for example, on how the magnet school has impacted their student and the opportunities for parental

involvement. (2) Selection: Selection into our magnet schools will be based on a weighted, random lottery with race-neutral approaches including neighborhood socioeconomic status and zoning for non-Title 1 schools. Implementation of race-neutral approaches to our selection process for all magnet schools in our district will help to ensure that underrepresented groups in magnet programs are included to help create both racial and socioeconomic integration in our schools.

► **Instructional Supports**: A myriad of instructional supports will be made available to students but also to teachers and parents to ensure they have resources they need to help students succeed in their respective magnet program. (1) Students: All schools have implemented Response to Intervention (RtI) and will continue using this framework to identify and provide tiered interventions to all students. Educators will regularly review student academic data in professional learning communities to identify areas for academic support to ensure that students have equitable access to learning. All students will also have access to orientation sessions each summer to help ease their transition into our *Leadership Richland One* magnet programs. Instructional supports specific to the language immersion program will also be implemented including a language interventionist for each partner language to provide support to students who are struggling with language proficiency or who start the language immersion program after kindergarten and are new to the second language. Language interventionists will also provide after-school tutoring and enrichment in the target language, summer jump start events, and a three-week full-language immersion summer experience. (2) Teachers: All teachers will be supported in their implementation of new instructional strategies in the classroom by participating in professional development opportunities, including, Buck Institute for Education’s Systemic Services; integrating research-based approaches, curriculum models, and course sequences; SC Personal Pathways to Success; the Department of Labor's Building Blocks Model; the National Consortium

for Entrepreneurship Standards; Mastery Connect; Mindfulness Education and Mindful Parenting; Carol Dweck's Growth/Fixed Mindset; Executive Functioning; curriculum development; global leadership; vertical and horizontal mapping; integration of language immersion with related arts, and whole-school implementation of The Leader in Me and The 7 Habits. Each school will have a lead teacher and leadership team to help direct implementation, model instruction, and collaborate with teachers to plan, develop, and implement our program and will also provide training and curricular design and support. For our language immersion program, instructional assistants will support teachers in instructing and designing activities for students to provide a well-organized, smoothly functioning classroom environment. (3) Parents: To support our parents in helping their language immersion students, parent afterschool tutoring and enrichment programs will be provided in the target language. We will also provide opportunities for parents of students attending our four magnet schools to participate in parent educational workshops and events monthly that equip families with additional knowledge and skills, resources, and confidence as they support their children. Topics may include language and literacy development, interpreting student assessments, communicating with teachers and school administrators, understanding childhood development, and extending learning to the home.

► **Transportation:** Research has demonstrated that some of the most common barriers for students attending magnet schools is transportation (DeArmond, 2014). To address potential barriers to transportation, MSAP grant funds and school district funds will cover the cost of transportation for students who attend our magnet schools to prevent families from not participating due to a lack of transportation.

► **Extracurricular Activities:** To ensure that all students have the opportunity to participate in extracurricular activities provided by our magnet school programs, our principals and school staff

will identify potential financial barriers. As extracurricular activities, such as extensional activities and after-school programming are provided throughout the year, MSAP funding will cover the costs for participation to guarantee equal access of participation by all students.

► **Equitable Access:** Our project director will identify students and educators with special needs in our *Leadership Richland One* schools to ensure that access to appropriate resources is available. If not available, the project director will work with Richland One district leadership to make special assistive devices (e.g., switches, pencil grips, special computer software) available for students and Richland One employees who require these accommodations. All facilities used by the program will be fully accessible to individuals with disabilities. We will also identify translators for students, their families, and employees who have hearing and/or speech difficulties to ensure full participation in *Leadership Richland One* sponsored activities.

► **Avenues for Appeal:** If an individual believes they have been discriminated against on the basis of race, ancestry, ethnic group identification, national origin, religion, creed, age, actual or perceived sex, sexual orientation, color, physical or mental disability, or marital or parental status, concerns will be brought to Richland One leadership and investigated. Moreover, our Management Team will provide families of students attending our *Leadership Richland One* magnet schools with information on how to contact the project director with any concerns or questions.

(4) The effectiveness of all other desegregation strategies proposed by the applicant for the

Richland One defines minority group isolation as occurring at those schools that have a larger racial or ethnic population for a specific subgroup of 10% or greater when compared to the district's averages. In addition to the desegregation strategies previously proposed to include race-neutral approaches in the selection of students for our magnet school programs, Richland One is

committed to implementing other desegregation strategies that reduce minority group isolation in our schools. Consistent with the mandate of Title VI, our Voluntary Desegregation Plan expressly provides that all facets of the operation of the district, including employment, will be conducted on a racially non-discriminatory, non-segregated basis. Richland One recognizes that the racial composition of administrators, faculty, and staff can be a significant indicator of, or contributor to, the racial identifiability or educational comparability of a school, as well as of the racial isolation of a school's students, and has taken steps to ensure this does not occur. In a continued effort along these same lines, Richland One will take the following actions:

- Continue to recruit, select, and assign administrators, faculty, and staff in a manner that ensures its operations are consistent with the District's obligations under the Voluntary Desegregation Plan and Title VI.
- Assess annually whether the racial composition of administrators, faculty, and/or staff at the school, in conjunction with the racial composition of the student body at the school, contributes to the racial identifiability or isolation of the school, and if so, will develop and implement a plan to address such racial identifiability or isolation as appropriate.
- Provide the U.S. Department of Education Office for Civil Rights (OCR) with a report biennially, inclusive of the magnet schools, containing (a) the number of administrators, certified staff members, and classified staff members by race at each school; (b) the administration's assessment of whether the racial composition of administrators, faculty, and/or staff at any school, in conjunction with the racial composition of the student body at the school, contributes to the racial identifiability of the school or isolation of its students; and (c) a detailed plan to address the effect of faculty/staff assignments on any such racial identifiability or isolation.

- Furnish OCR with all information needed to evaluate compliance with the Voluntary Desegregation Plan and make staff available to OCR on a reasonable basis upon request.
- Provide OCR with notice and an opportunity for review and approval of any future school construction, alterations, grade reorganizations, or attendance zone changes that may affect the racial composition of the magnet schools, so OCR can advise whether they are consistent with the Voluntary Desegregation Plan and Title VI.

In addition to taking the necessary steps to ensure that the racial composition of administrators, faculty, and staff in our schools is not a contributor to racial identifiability or educational comparability, Richland One recognizes the necessity to provide our educators with the tools and knowledge needed for implementation of the specific magnet program in their assigned school and continued professional development to reduce minority group isolation in our schools leading to improved academic achievement for all groups of students. It is important that teachers, administrators, and other professionals in our schools are equipped with the knowledge in working with diverse student populations. This is evident by the long history of Richland One's Closing the Achievement Gap Conference. Richland One will continue our annual conference for educators throughout our district and neighboring districts which is designed to deliver results oriented tools and strategies that will release the potential of all students. Richland One is also committed to providing cultural sensitivity training and other professional development to our educators in not only our magnet school programs but districtwide. By continuing to provide educators with professional development opportunities like these mentioned above, we will ensure that educators in our magnet school programs have the tools and knowledge available to close the achievement gap and create academically challenging learning environments while reducing minority group and socioeconomic isolation in our schools.

B. QUALITY OF PROJECT DESIGN

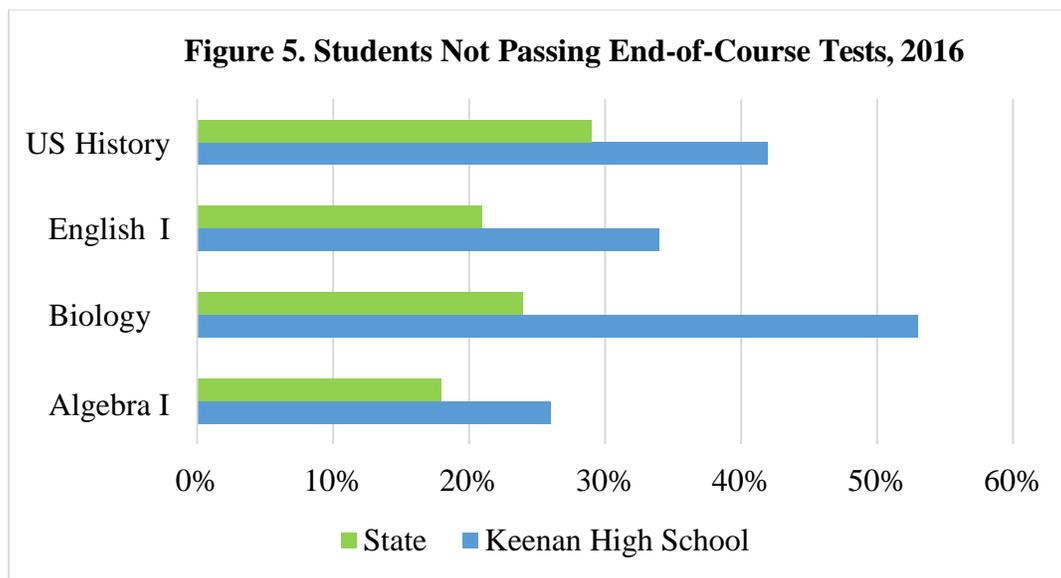
(1) Manner and extent to which the magnet school program will improve student academic

Through *Leadership Richland One*, we will target a K-12 pipeline of four schools which include: Carver-Lyon Elementary, Bradley Elementary, Sanders Middle, and Keenan High. These schools were selected based on the following: opportunities to reduce minority group isolation, geographical locations to improve socioeconomic diversity, student educational needs, parent and student interest, and district experience in magnet programs. With the average poverty index at 88%, these schools are faced with a variety of challenges (SC ED, 2016). The tables and figures below provide a snapshot of current student academic achievement at each school. There are two key academic assessments administered to elementary and middle school students in South Carolina: (1) SC College- and Career-Ready (SC Ready) for students in grades 3-8 in English and math and (2) SC Palmetto Assessment of State Standards (SC PASS) for students in grades 4-8 in science and social studies. Table 12 demonstrates our grim results for SC Ready and SC PASS compared to our district and state (SC ED, 2016).

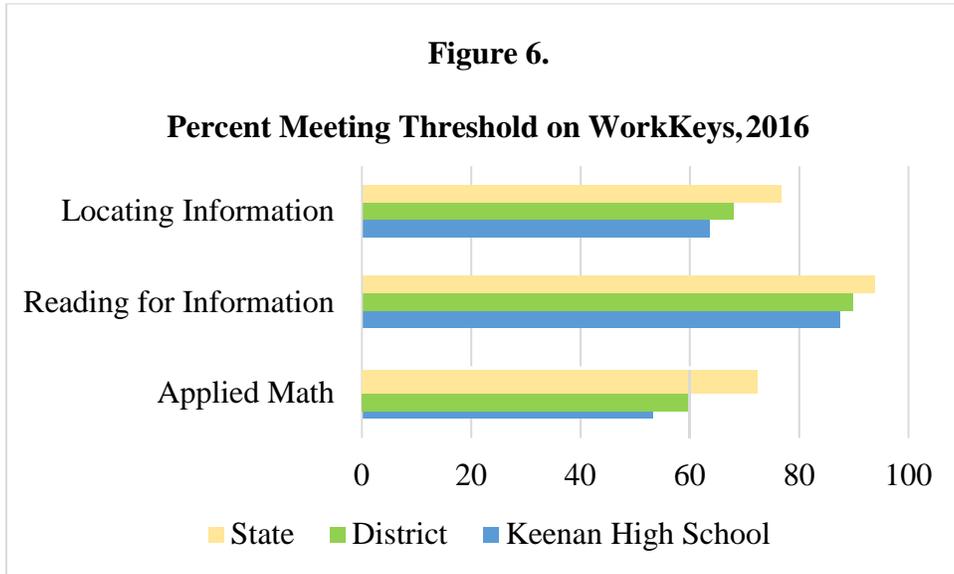
Table 12. Students Not Meeting Standards or Expectations, 2016				
School	English	Math	Science	Social Studies
Carver-Lyon Elementary	77%	77%	63%	51%
Bradley Elementary	68%	63%	57%	38%
Sanders Middle	69%	81%	49%	32%
District	64%	67%	43%	31%
State	57%	57%	33%	26%

As noted in the table above, the majority of our students do not meet standards or expectations and perform worse than our district and state. The average score difference between the mean of our

three target schools and the state is as follows: English (14%), math (17%), science (23%), and social studies (14%). Unfortunately, low achievement and limited college or career readiness is prevalent in our high school with over 25% of students not graduating which is 10% worse than our state (SC ED, 2016). The End-of-Course Examination Program is mandated by the Education Accountability Act of 1998 which requires the development of end-of-course examinations in gateway or benchmark courses. Figure 5 provides a snapshot of the lack of academic achievement compared to our state (SC ED, 2016). Unfortunately, in all subjects, students perform an average 16% worse than the state with at least a quarter or more not passing.



Administered to eleventh graders, ACT WorkKeys is a job skills assessment system measuring "real world" skills that employers state are essential in the workplace. The assessment has three subtests: Applied Mathematics, Reading for Information, and Locating Information. Compared to our district and state, Keenan High students underperformed their peers on WorkKeys as noted in Figure 6 below (SC ED, 2016).



ACT benchmarks indicate scores on the ACT subject-area tests that demonstrate the achievement level necessary for students to have a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in first-year college courses. Sadly, the percent of Keenan High students meeting ACT college-ready benchmarks is strikingly low as seen in Table 13 with a mere 1% of students scoring above the benchmarks for all four subjects (SC ED, 2016).

Table 13. Students Not Meeting ACT College-Ready Benchmarks, 2016				
English	Math	Reading	Science	All Subjects
84%	90%	90%	97%	99%

If our targeted high school students do graduate, only 65% of students enroll in two- or four-year college or technical college pursuing an associate’s degree or certificate which is lower than our state average of 71% (SC ED, 2016). Clearly, low academic achievement and limited college or career readiness is persistent across our four targeted schools providing an urgent opportunity to improve academic success for all students through evidence-based magnet school programs.

► **Vision:** The vision for our MSAP project, *Leadership Richland One*, is that all students will have the opportunity to succeed academically through a high-quality education in an environment

characterized by diverse social, economic, ethnic, and racial backgrounds. To improve student achievement, major project goals and objectives will focus on four areas: (1) Desegregation: implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation; (2) Academic Success: improve academic achievement through an educationally challenging and diverse learning environment that empowers all students to reach their potential; (3) Magnet Themes: implement evidence-based leadership magnet programs in language immersion and career development through innovative instructional approaches and supports that amalgamate students from different backgrounds; and (4) Professional Development: ensure students have access to effective educators through high-quality professional learning that supports improvements in practice and sustainable integration of magnet themes. Grounded in research that supports improved student academic achievement, the four target schools will implement a leadership theme supported by project-based learning for all students as well as one additional integrated focus area. Additional slots will be available for a subset of students pursuing language immersion or career development. Table 14 presents total number of students served per year for our leadership theme as well as the total number of students served per year once the rollout for language immersion and career development are complete.

Table 14. Proposed Magnet Themes		
School	# of Students	Theme
Carver-Lyon Elementary	560	Global Leadership
	560	Language Immersion
Bradley Elementary	384	Leadership

	180	Career Awareness
Sanders Middle	453	Leadership
	180	Career Exploration
Keenan High	686	Leadership
	120	Hospitality and Tourism
	120	Government
	120	Entrepreneurship
	120	Engineering

We designed *Leadership Richland One* to meet **Competitive Preference Priority (CPP) 2 – New or Revised Magnet Schools Projects** (Appendix F: Table 6) through the following: (1) With extensive planning and professional development, we are piloting the language immersion component for grades PreK-K in Spanish and Mandarin Chinese at Carver-Lyon Elementary for the 2016-17 school year. The magnet is designed to enhance the development of bilingualism, biliteracy, and academic achievement of students through an innovative, standards-based curriculum in language immersion. This pilot has enabled our team to identify strengths and necessary revisions to improve the program. Through our MSAP project, *significant revisions* will include: integrating a new global leadership theme with the language immersion component; incorporating project-based learning into instructional activities; expanding to additional grades for students to complete the continuum through fifth grade; adding French as a language option in addition to Spanish and Mandarin; and enhancing the curriculum by integrating related arts (e.g.,

music, art) into language immersion strategies. (2) Three *new* magnets will be created as a K-12 pipeline focused on leadership and career awareness, exposure, and preparation concentrated on regional industry needs and supported by project-based learning strategies. Located in the capital of South Carolina, our district studied the high-demand, industry specific needs in our region. These needs indicated the opportunity to develop 21st century learners in four key areas: hospitality and tourism, government, entrepreneurship, and engineering. For instance, besides government, hospitality and tourism businesses employ more South Carolinians than any other industry and is the number one industry in the state in terms of revenue. Career development activities will culminate at high school with students selecting a career academy in one of these four areas.

► **Overview of Magnet Design:** Richland One has solid experience implementing magnet programs using a Montessori theme designed to improve student academic achievement. Key experiences include: implementing recruitment and selection processes that support desegregation, designing engaging curricula and instruction, supporting struggling students, and fostering interaction among students of diverse backgrounds. Opening the first Montessori magnet in South Carolina in 2000, our district has over 17 years of experience implementing this program and has been a leader in public school Montessori education throughout the state. In response to continued interest from parents in having the choice of Montessori magnets for their children, we opened two additional Montessori sites in elementary schools in 2004 and a fourth in 2007, then moving to middle school in 2014. Serving over 600 students, family interest remains high, with many siblings joining the established programs and waiting lists needed each year. To expand our magnet options and support student academic success, we designed our proposed MSAP project based on our own experiences as well as best practices from other successful magnet programs (MSAP Center, 2013;

US ED, 2004). With student academic achievement as our ultimate focal point, we considered key principles in the design of our MSAP project with examples highlighted in Table 15.

Table 15. Key Practices Guiding Program Design	
Selecting sustainable and appealing themes	Constructing time for teacher collaboration
Developing quality magnet educators	Offering high-quality professional learning
Building district and school-level support	Developing curriculum with state standards
Cultivating community partnerships	Using data to improve teaching and learning
Gauging parent and student interest	Continuing to revisit themes for relevance
Marketing magnet schools and sharing success	Involving parents and stakeholders in process
Streamlining the application process	Empowering cultural competency
Offering easily accessible transportation	Promoting racial and ethnic integration

A leadership theme supported by project-based learning will be implemented with one additional integrated focus area: language immersion or career development (awareness, exploration, or preparation). The following describes the overarching leadership theme as well as the integrated focus areas for each school that will support improvements in student academic achievement.

All Four Magnet Schools (K-12): Leadership Development

► **Rationale and Links to Academic Achievement:** All four target schools will transform their culture through a whole-school magnet theme of leadership development. As described above, low academic achievement and limited college or career readiness is persistent across our target schools. To address these limitations and improve academic achievement, the overarching leadership theme was selected to align to the “Profile of the South Carolina Graduate” which has been adopted by the SC Department of Education, Association of School Administrators, Chamber of Commerce, Education Oversight Committee, and State Board of Education. Used as a guide to support district college and career readiness activities, this framework identifies the knowledge,

skills, and characteristics a high school graduate needs to be ready for success as they pursue a career or enter college. Central to this framework is world-class knowledge which includes: rigorous standards in math, language arts, multiple languages, science, technology, engineering, arts, and social sciences. In addition to this knowledge, Table 16 highlights key skills and characteristics in this profile that will be developed through the leadership theme (SC ED, 2017).

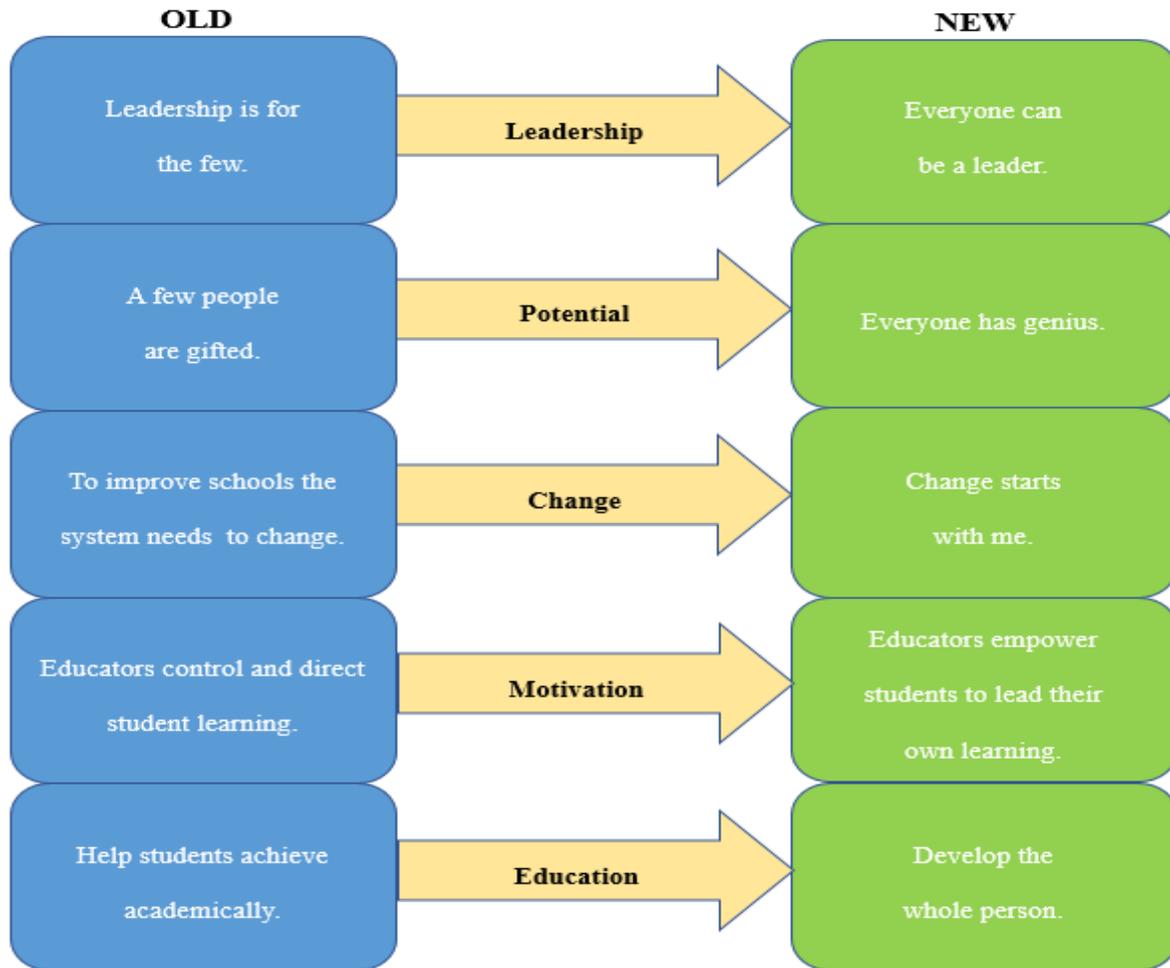
Table 16. Profile of the South Carolina Graduate	
World-Class Skills	Life and Career Characteristics
Creativity and innovation	Integrity
Critical thinking and problem solving	Self-direction
Collaboration and teamwork	Global perspective
Communication, media, technology	Work ethic
Knowing how to learn	Interpersonal skills

Transformational leadership development including non-cognitive factors such as academic mindset and behaviors, social and emotional skills, approaches to learning, and self-regulation (Nagaoka, Farrington, Ehrlich, & Heath, 2015) have demonstrated a variety of benefits that impact student academic, career, and life outcomes (Farrington, et al., 2012). Key examples include: (1) Interventions to develop non-cognitive skills have demonstrated a positive influence particularly on minority students (Walton & Cohen, 2011; Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustoski, 2009). (2) Implementation of successful social and emotional education in elementary and middle grades was found to increase student achievement test scores by 11 to 17 percentile points (Payton, et al., 2008). (3) In addition to improving school culture and reducing discipline issues (Ross & Lauerenzano, 2012; Spainhower, 2008), emotional intelligence serves as an important contributor in predicting life success (Chermiss, 2002) and academic achievement

(Nelson, 2009). (4) Student-led leadership roles in the school affect the formation of a positive schoolwide climate, influence on their own development, and impact on peers (Pedersen, Yager, & Yager, 2012). (5) Student-led learning is linked to a higher level of motivation in students, development of more positive relationships among teachers and peers, higher student academic achievement, and heightened desire for responsibility and personal challenge (McCombs & Miller, 2009). (6) Workforce preparation is improved when student leadership skills are developed focused on school culture, climate, and collaboration (Pedersen, Yager, & Yager, 2012).

► **Leadership Model:** Through *Leadership Richland One*, our transformation of school culture to a leadership themed magnet will be supported by using The Leader in Me (TLIM) approach (K-8) and The 7 Habits of Highly Effective People and The 7 Habits of Highly Effective Teens (9-12). Rather than a curriculum, this whole-school model will serve as a philosophical approach to school culture and leadership at our magnet schools using four key principles (Reade, 2014): (1) teach and model The 7 Habits; (2) recognize and nurture gifts and talents; (3) deliver authentic learning and leadership opportunities; and (4) grow essential soft skills. Leadership development will advance key 21st century skills which include: communication, student self-confidence, teamwork, initiative, responsibility, social etiquette, creativity, self-direction, and problem solving (TLIM, 2017). Using best practices from a successful magnet school, our leadership component and project-based learning is modeled after A. B. Combs Elementary School in North Carolina. Recognized as a top magnet school, Combs earned the Dr. Ronald P. Simpson Distinguished Merit Award in 2006 and 2014 (Magnet Schools of America, 2014). Replicated in over 1,400 schools worldwide, implementation of their leadership model infused with project-based learning activities began in 1999, and with FranklinCovey Education, was instrumental in designing TLIM approach

in 2008 which is based on The 7 Habits of Highly Effective People. The leadership model integrates a mindset shift with new core paradigms as noted in Figure 7 below (TLIM, 2017).



As the first school to implement TLIM, Combs experienced a 10% increase in the percentage of students passing end-of-grade tests in just two years and maintained improved scores for over a decade, peaking at 97% (Fonzi & Ritchie, 2011). As a transformational model, TLIM has demonstrated increases in academic achievement and improvements in engagement among teachers and parents (Covey, 2008). Typical results just after one year of full implementation include essential characteristics needed for student academic success: increased student engagement and responsibility, improved attendance, raised student self-confidence, enhanced parent involvement and satisfaction, and reduced discipline issues (Reade, 2014).

► **Core Practice Framework:** Our leadership framework will be directed by three research-based best practices: teach leadership principles, create a leadership culture, and align academic systems highlighted in Figure 8 (FranklinCovey Education, 2017).



► **School-Level Implementation:** Linked to each schools’ complimentary theme (language immersion or career development), all leadership components will be incorporated throughout core subjects, electives, and related arts. Our district Leadership Development Team will guide the rollout of this component with a representative educator from each magnet school with the task of: developing marketing and recruitment strategies, sharing best practices, and addressing implementation processes. Each school will also have a Magnet Advisory Council to oversee school-specific implementation and ensure alignment to academics and instruction. During Year 1, we will engage in planning and preparation activities to support initial school-level implementation beginning in Year 2. Year 1 activities include: securing staff buy-in, readiness surveys, model school site visits, professional development in leadership content, training in TLIM

model (e.g., 7 Habits, Launching Leadership, Creating Culture), aligning instruction, and marketing and recruitment. The following key processes will occur at each school (TLIM, 2017):

- (1) Educators develop a new vision of the outcomes and focus they want for the leadership magnet theme (e.g., “global” leadership for language immersion).
- (2) Educators receive training on and learn TLIM and The 7 Habits for Teens principles.
- (3) Educators develop a plan for integrating the leadership principles into their work and relationships.
- (4) Educators model the behaviors and skills to students.
- (5) Teachers are trained on methods to integrate leadership principles and tools into school culture and curricula.
- (6) Key components of the leadership model are then implemented at the school: repurposing the physical environment to underpin the vision and outcomes for each school (e.g., signs, murals, banners); using leadership notebooks to teach students how to set, track, and achieve their goals; implementing student-led conferences with students taking ownership for their learning and guiding the conference; providing each student a leadership role within the school; conducting student-led leadership events; and integrating a common language of leadership across all school activities, curriculum, and instruction.
- (7) Parents are engaged in the leadership development process by supporting their child in setting and achieving goals and helping track goals in the leadership notebook as well as discussing leadership roles assigned by the school.
- (8) Educators, students, and parents use a variety of resources to support the implementation process (e.g., lesson plans, student activity guides, posters). By Year 3, each school will work to achieve “Lighthouse School” status showing strong fidelity of implementation. This level of implementation has shown significantly higher achievement levels in math and language arts compared to schools that did not use the model (Wilkens & Willmore, 2015). As Lighthouse Schools, we will demonstrate the beginning of measurable improvements in student behavior, academic alignment, teacher engagement, and parent satisfaction (TLIM, 2017).

During Year 2, the Magnet Advisory Council at each school will develop a plan to become a Lighthouse School that is sustainable beyond the life of the grant. To earn this designation, our magnet schools will also demonstrate the following, highlighted in Table 17 (TLIM, 2017).

Table 17. Standards to Meet Leadership Lighthouse Status	
Display of leadership language that stresses individual worth and potential in hallways and classrooms	Magnet Advisory Council for overseeing schoolwide implementation with feedback from stakeholders
Collaboration among staff to build an effective culture of leadership	Integration of leadership language by teachers into curriculum and instruction
Opportunities for parental involvement in learning the model and activities to support	System for setting and tracking schoolwide, classroom, academic, and personal goals
Leadership events to practice student leadership skills with community partners	Opportunities for meaningful student leadership roles and responsibilities

All Four Magnet Schools (K-12): Project-Based Learning

► **Rationale and Links to Academic Achievement:** To support academic achievement, a project-based learning (PBL) approach to teaching and learning will provide a context for thematic instruction through specialized curriculum units of study. PBL was selected as our approach to instruction as it provides a solid framework to support our whole-school leadership theme as well as academic success. Research has shown that PBL: (1) performs more effectively than traditional instruction on improving academic attainment on state standardized tests (Geier, et al., 2008) and retention, skill development, and satisfaction of teachers and students (Strobel & van Barneveld, 2009) as well as preparing students to explain and integrate ideas (Capon & Kuhn, 2004); (2) demonstrates greater student gains in academic content knowledge compared to traditional

instruction (Mioduser & Betzer, 2007); (3) is effective in different types of schools (Hixson, Ravitz, & Whisman, 2012) and shows academic benefits for a variety of learners especially middle- to low-achieving students (Mergendoller, Maxwell, & Bellisimo, 2006; Tal, Krajcik, & Blumenfeld, 2006) and low socioeconomic status students (Halvorsen, et al., 2012); and (4) produces positive outcomes in raising student engagement, interest in content, depth of learning and transfer of skills, and problem-solving strategies (Hmelo-Silver, Duncan, & Chinn, 2007; Holm, 2011; Walker & Leary, 2009).

► **Instructional Practices:** Aligned to local, state, and national standards, instructional practices will be tailored to support the leadership model across all schools and each school’s complimentary magnet theme. Instruction will encourage leadership development through student-led learning that includes a voice in curriculum, choice in learning activities, collaborative work groups, and self-directed learning (BIE, 2017). Table 18 highlights the essential project-based learning design elements that will serve as a guide to support instruction (Larmer, Mergendoller, & Boss, 2015).

Table 18. Project-Based Learning Design Elements	
Essential Knowledge, Understanding, and Success Skills	Student learning goals that incorporate standards-based content and skills (e.g., collaboration, self-regulation, critical thinking, problem solving)
Stimulating Question or Problem	Guided by a meaningful problem to address or question to pursue given an acceptable level of challenge
Sustained Inquiry	Engagement in a rigorous, extended progression of generating questions, locating resources, and applying information
Authenticity	Use of real-world context, tools, or tasks or is related to students’ personal interests

Student Voice and Choice	Decision making about the project and processes and designing what they will create
Reflection	Reflection on learning and looking at effectiveness of the inquiry and activities, quality of work, and barriers
Critique and Revision	Student feedback on the process to improve the process and product
Public Product	Share project beyond the classroom by explaining, displaying, or presenting to others

► **School-Level Implementation:** While some schools have implemented PBL strategies, *Leadership Richland One* will provide the opportunity to strengthen practices and offer intensive professional development and high-quality development of curriculum units that integrate with our magnet themes. The Buck Institute for Education (BIE) will provide expertise and professional learning on how to design, assess, and manage projects that engage and motivate students across grade levels and subject areas linked to magnet themes (BIE, 2017). The institute will provide Systemic PBL Implementation Services which designs a planning model that results in a three-year PBL initiative focused on sustainable implementation across the magnet schools. A systemic partnership coach from the institute will manage the plan, provide on-site and virtual support to leadership, schedule services and professional development events, and tailor training needs.

Magnet School 1: Carver-Lyon Elementary – Global Leadership/Language Immersion

► **Rationale and Links to Academic Achievement:** Students who begin studying a second language at an early age are more likely to achieve mastery in the areas of comprehension, speaking, reading, and writing. As life in the 21st century grows increasingly interconnected across cultures, countries, and continents, an education in a second language will equip our children to

engage their world both personally and professionally as prepared and effective global citizens. In European countries for example, nearly all students are required to study a second language in elementary school resulting in 56% of Europeans having the ability to hold a conversation in at least two languages and 28% in at least three. Research shows that students in language immersion programs typically develop strong academic skills in addition to becoming proficient in both languages (Marianna, Shooka, & Schroedera, 2013). Bilingualism also offers a host of advantages including enhanced creative and flexible thinking, a heightened sensitivity in interpersonal relations, a deeper understanding of one's own native tongue, and an improved ability to learn additional languages. Acquiring speaking and writing skills in one language transfers to other languages. Ultimately, this transference leads to higher student achievement in other content areas. Examples of key benefits of participation in a language immersion program include: improving linguistic and meta linguistic abilities; increasing cognitive abilities such as divergent thinking, concept formation, verbal abilities, listening skills, and general reasoning; enhancing one's understanding of their native language; exposing children to other cultures and helping them understand and appreciate people from other countries; increasing job opportunities in many careers where knowing another language is an asset; fostering superior standardized testing and SAT performance; and strengthening memory. Language immersion affords students the opportunities needed to learn, think globally, and develop a mindset that is critical in our society.

► **District Focus for Language Immersion:** We will provide students with an innovative, standards-based approach that will foster their leadership development as self-confident learners, creative thinkers, problem solvers, and productive global citizens of the 21st century with a respect for cultural differences. Our program emphasizes the following: (1) obtaining high levels of achievement in all academic subjects; (2) achieving true bilingualism and biliteracy of

participating students (functionally proficient in the second language to master subject content taught in the foreign language); and (3) fostering and promoting cultural diversity and respect among all students. Our magnet is designed for students to achieve academic proficiency in both English and Mandarin Chinese, Spanish, or French, allowing them to become bilingual, bicultural, and biliterate. By having two teachers (one that speaks English and the other that speaks the partner language), students will be exposed to a much richer palette of language and sophisticated range of concepts than they would in traditional foreign language programs. As a result, students will develop high levels of language proficiency and literacy in both their native and second language and an appreciation and understanding of diverse cultures. Based on recommendations from the Center for Applied Linguistics, the guiding principles of our program to improve academic achievement, ensure optimum language acquisition, and mastery of content area standards include (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007): (1) The program creates and maintains an infrastructure that supports an accountability process. (2) Curriculum is aligned with state and national standards and promotes bilingual, biliterate, and multicultural competencies for students. (3) Research-based language immersion instructional practices are utilized to enhance the development of bilingualism, biliteracy, and academic achievement. (4) The program is integrated to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence while meeting grade-level academic expectations. (5) A responsive infrastructure for positive, active, and ongoing relations with students, families, and the community is paramount.

► **Language Immersion Model and Structure:** Linked to global leadership development, our language immersion magnet will give students the opportunity to learn a partner language (Spanish, Mandarin, or French) at in-depth levels. In the 2016-17 school year, we conducted a successful pilot program with over 100 students for language immersion in two PreK and two

kindergarten classes of Mandarin and Spanish at Carver-Lyon Elementary. To integrate our new leadership component, we modeled our program after the Green Magnet Elementary for Leadership and World Languages which is a schoolwide Title 1 focus school (Wake County Public Schools, 2017). The focus of Green's program is on leadership and world languages (Spanish and Mandarin) as critical components in every student's education to develop their full potential as a leader and well-rounded global citizen. With extensive planning and professional development in Year 1, integration of our new whole-school leadership development model and PBL strategies described previously will begin in Year 2 for all 356 students. Through MSAP, we will expand the language immersion component by one grade level each year, ultimately becoming a full Global Leadership/Language Immersion magnet school (PreK-grade 5) serving 560 students by the 2021-22 school year. We will continue adding grades and classrooms for Spanish and Mandarin in Years 1-5, and French will be added starting with PreK and kindergarten in Year 3. Students will receive a rigorous education in language arts, social studies, math, and science in both English and their partner language for equal parts of the day. Instruction will be delivered in only one language at a time as teachers strive to create a true immersion environment. The 50/50 model ensures students will spend 50% of their time learning in their native language as well as 50% of their time learning in their partner language. In Year 2, we will broaden language immersion opportunities for Spanish and Mandarin by expanding from core subjects to related arts such as music, physical education, and art. In Year 5, French language immersion opportunities will be integrated with related arts.

► **Curriculum:** Our process for developing and revising a high-quality curriculum includes: (1) collaborating among language immersion teachers and language acquisition and curriculum experts to develop global, inquiry-based thematic units; (2) ensuring a clear alignment to grade-level expectations and vertical articulation that builds on linguistic skills in each language; (3)

developing a language scope and sequence to ensure language targets are clearly articulated; (4) coordinating with district support departments (ESOL, Title I, Student Support Services, and Special Education) in an effort to create a responsive, culturally relevant curriculum; and (5) evaluating and revising the curriculum on an ongoing basis to ensure alignment to standards, inclusion of new content, and data-driven adjustments. Our curriculum will feature project-based, thematic units of study with integrated leadership, language, and literacy content. Units will be designed considering academic, social, and linguistic learning targets for all students with authentic opportunities for language acquisition and grade-level content learning in all units of study. In the 50/50 model, students will spend equal amounts of time learning in English and their partner language with instructional materials (print and digital) in both languages available in all content areas. Authentic projects to solve real-world problems will link to and build global awareness and leadership skills including: an understanding of different nations and cultures, the ability to respect and collaborate with those from all cultures and backgrounds, and consideration of everyday decisions and actions and their impact on the world.

► **Instruction:** Using PBL, our overall instructional approach will create independent, global learners and leaders who are responsible for their own learning. Classes are taught by two teachers – one who speaks the partner language and one who speaks English with no translations or repeated lessons. Students will also be supported by an instructional assistant in each classroom that speaks the second language. Adopted from the Center for Applied Linguistics, the following language immersion teaching strategies will be a part of daily instructional practices (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007): integrating language, content, and culture; attending to continuous language growth and improved accuracy; making input comprehensible; using teacher talk effectively; creating a language-rich learning environment; promoting and extending

student output; and attending to diverse learner needs. Explicit instruction of content related skills and strategies as well as both languages will occur throughout the school day. Thematic instruction, cooperative learning, and centers will allow teachers to meet the individual academic needs and interests of all students while supporting vocabulary and concept development in both languages. Through professional learning, teachers will develop global leadership skills in three key pedagogies: (1) continuous, authentic engagement with global issues; (2) linking teacher global experiences, student global experiences, and the curriculum; and (3) intentional amalgamation of global issues and varied perspectives into and across the curriculum (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). Our globally competent teachers will design a classroom environment across all subjects that: discusses and values diversity and global engagement especially with the target language; provides experiences that integrate content aligned inquiries to real-world issues; promotes international and intercultural conversations (e.g., pen pals, guest speakers, videoconferencing); and uses instruction to engage in experiential understanding of multiple cultures, global conditions, and current events (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). The following approaches will maximize student learning in both the native and partner language: (1) ELA and Language: Using reading and writing workshop models, a balanced literacy approach will include opportunities to interact with text and write throughout the school day. The workshop model provides daily opportunities for flexible groupings and differentiation to meet the individual language and content learning needs of students. This approach allows students to serve as and benefit from peer models as well. (2) Mathematics: A workshop approach with hands-on, inquiry-based learning and an emphasis on problem solving will be used to develop a conceptual understanding of mathematics. (3) Science: A hands-on, inquiry-based approach will focus on investigations of physical, earth, and life

sciences. Outdoor experiences, data collection, data analysis, and justification writing will provide opportunities to apply learning. (4) Social Studies: An inquiry and exploration approach will allow students to learn about their backgrounds as well as the diverse cultures and heritages of others. Investigating, exploring, and analyzing current and past events, numerous cultures, and the world around them will enrich student learning experiences beyond grade-level standards.

► **Assessment and Accountability:** The effectiveness of our global leadership/language immersion magnet on student academic achievement will be evaluated using multiple data sources (*Section E: Quality of Project Evaluation*). Administered in both English and a partner language, students will participate in a variety of state and local assessments to measure progress towards academic and language acquisition goals. Our collection of formative and summative assessments will be aligned to state and national standards and provide data for student achievement in two languages. Examples of these measures include: Early Language Listening and Oral Proficiency Assessment (PreK-2); Student Oral Proficiency Assessment (grades 3-5); Student Observational Data (running records, conference and anecdotal notes); SC READY; Developmental Reading Assessment (DRA) 2; and Common Formative and Benchmark Assessments (Mastery Connect). In addition to student data, educators will also collect and analyze classroom observation data to evaluate curriculum and instructional effectiveness. An observation tool using research-based, language immersion instructional practices will be utilized for all classroom observations. Data will be analyzed on a consistent basis during school and district level professional learning community (PLC) meetings. PLC meetings will enable staff to monitor program, class, and individual student progress towards objectives. Language interventionists will support students who are struggling with proficiency or who start the program at a later grade.

► **Student and Family Support and Enrichment:** Students will have a variety of opportunities

to support their progress in the second language: (1) Based on feedback from parents during our initial pilot, we will provide after-school tutoring and enrichment in the target language offered three days per week for two hours each day. (2) To support the transition of new students, we will provide a summer jump start event to help students and their families familiarize themselves with the school and foster interaction before starting school. Current students and parents will be available to speak with families and provide tips to language immersion program participation. To encourage second language use in the summer, we will offer a three-week full-language immersion experience and global awareness leadership activities for students. (3) Based on our initial pilot, we have learned that involving key stakeholders in the community has strengthened our magnet. To equip the surrounding school community with new skills and confidence as they support children, we will partner with organizations to offer resources that encourage global awareness. Examples include: Spanish, Mandarin, and French classes; leadership development through The 7 Habits; mock courses; and cultural family events and activities (e.g., Chinese New Year festival).

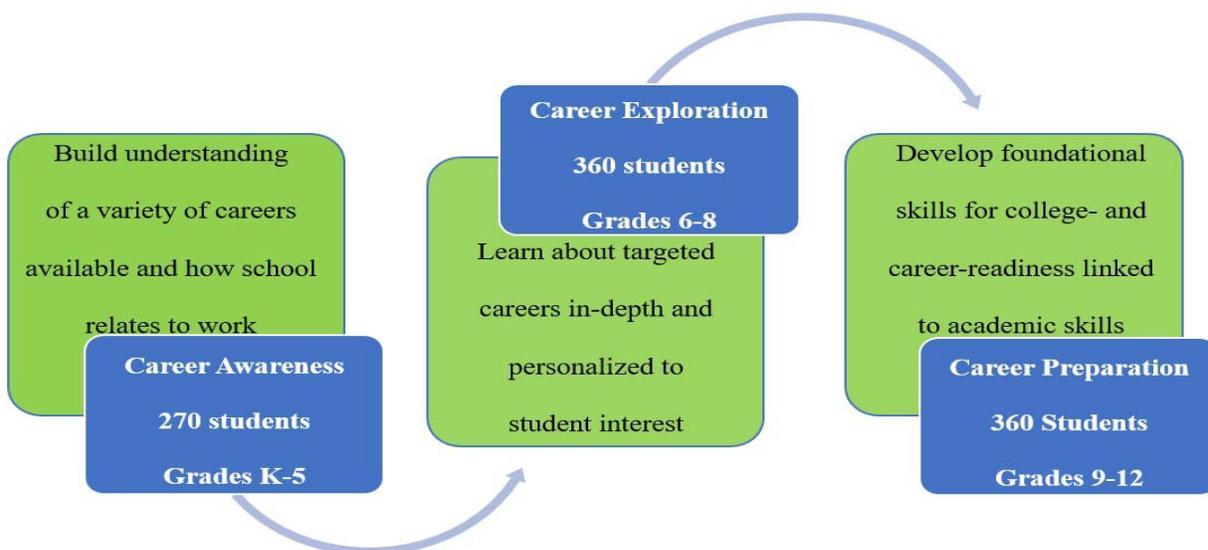
K-12 Continuum of Leadership and Career Development

Three *new* magnets will be created as a K-12 pipeline on leadership and career development concentrated on regional industry needs and supported by project-based learning strategies. Located in the capital of South Carolina, our district studied the high-demand, industry specific needs in our region. These needs indicated the opportunity to develop 21st century learners in four key pathways: Hospitality and Tourism, Government, Entrepreneurship, and Engineering. Beginning in elementary school, students will be exposed to a variety of career development

(awareness, exploration, and preparation) strategies linked to academic instruction which culminates in selection of a high school career academy focused on one of these pathways.

► **Rationale and Links to Academic Achievement:** Career development was selected to support our whole-school leadership theme and the high-demand, industry specific needs in our region. This focus has shown a variety of benefits that impact student academic, career, and life outcomes which include: (1) Applying learning in a context that is meaningful, career and technical education integrated with academic instruction leads to student mastery of the academic subject matter (Stone & Lewis, 2014). (2) Career development early on improves student school involvement and performance, increases social and interpersonal skills, and raises competence and motivation which contributes to academic success (SC ED, 2017). (3) Research on middle school student exposure to a series of career development strategies linking college and career readiness to their academic and social development found students became more self-reflective and goal-oriented about these opportunities (Schaefer & Rivera, 2012). (4) In a study comparing outcomes of students enrolled in California Partnership Academies to statewide outcomes for all public high schools, 95% of academy seniors graduated compared to 85% of all other students (Dayton, Hester, & Stern, 2011). (5) Students in an integrated sequence of career and technical education and college-prep academic coursework as well as work-based learning with academic supports are less likely to drop out of high school and have higher graduation rates than students not in a pathway (Warner, et al., 2015). (6) Extensive research around college and career readiness that reinforce academic, technical, and applied workplace skills supports a variety of student learning outcomes in: collaboration and teamwork, creativity and innovation, critical thinking and problem solving, initiative and self-direction, quantitative reasoning, and communication (Linked Learning, 2012).

► **Career Development Structure:** Through extensive planning and professional development in Year 1, integration of our new whole-school leadership development model and project-based learning strategies described previously will begin in Year 2 for all students: Bradley Elementary (384), Sanders Middle (453), and Keenan High (686). Students will also have the option to apply for career development slots at each school. Through a phased-in execution, extensive planning in Years 1 and 2 will allow our three target schools to link leadership to the implementation of career development activities for magnet students beginning in Year 2 for Bradley Elementary and Sanders Middle and in Year 3 for Keenan High. Figure 9 provides an overview of the magnet theme and the total number of students that will be served during the five-year grant period through the career development option (National Academy Foundation, 2016).



► **Career Development Model:** Meeting monthly, the Magnet Advisory Council at each school will guide the career development theme. With the support of our Director of Career and Technology Education, council members from each school will periodically collaborate as a planning team to link the K-12 leadership and career development continuum. Our model integrates a structured approach that prepares students for postsecondary education and career success (MBA Research, 2017). Students will begin high school with a personalized plan that

follows a logical sequence of standards-based courses (both academic and career) that build on each other with opportunities to earn postsecondary credits and industry certifications. Table 19 highlights the core components (ConnectEd, 2017b; Darche, Nayar, & Bracco, 2009):

Table 19. Career Development Core Components	
Academics	Challenging academic courses in English, math, science, social studies, foreign language, and visual and performing arts; contextualized learning in real-world applications that are linked to technical content through project-based learning units; provision of a multidisciplinary teacher team that collaborates to plan and deliver lessons focused on a career-themed issue across subject areas
Technical Skills and Knowledge	Use of a technical curriculum and sequence that incorporates academic standards supporting college and career readiness; development of concrete knowledge and skills that accentuates real-world application
Work-Based Learning	Opportunities to learn and apply skills via real-world experiences such as job shadowing, internships, apprenticeships, and school-based enterprises; connections to coursework aligned to student learning outcomes and leadership skills; development of applied, transferable career skills

To support career development, the Framework for 21st Century Learning will be used accentuating (P21, 2016): (1) mastery of key subjects (e.g., English, math, science) and 21st century themes (e.g., global awareness, environmental literacy); (2) learning and innovation skills (creativity and innovation, critical thinking and problem solving, communication, and

collaboration); (3) information, media, and technology skills; (4) life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility); and (5) support systems to enable student competency in 21st century skills (assessment of skills, standards, curriculum and instruction, learning environments). During the planning phase, council members will emphasize: (1) integrating career and leadership development as an essential component of academics, rather than an extra program, supported by a team of both academic and career-technical teachers (ConnectEd, 2017a); (2) linking instructional strategies with our district's 1:1 device initiative in which all students grades 3-12 use laptops in class and at home to support personalized and blended learning; (3) developing outcomes that are student driven rather than activity driven and concentrated on college and career readiness rather than only job or career readiness (ConnectEd, 2017a); (4) enhancing the current SC Department of Education integrated lessons plans to include threads for our four pathways and PBL units (SC ED, 2017a); (5) coordinating with community partners to provide students with on-site and off-site career and leadership development experiences such as job shadowing, career fairs, mentoring, and internships; and (6) expanding or designing new opportunities for dual credit, certifications, and course sequences for each career pathway.

► **Career Awareness – Bradley Elementary (K-5):** Based on learning styles and interest inventories, students will develop Individual Success Plans to guide their leadership and career awareness growth and support the future development of an Individual Graduation Plan (IGP). The focus will be on helping students: (1) describe a variety of careers and the pathways leading to a job in these careers (e.g., college, technical training); (2) understand how core skills such as reading and math are used in the workplace; and (3) recognize the importance of postsecondary

education and training after high school graduation (National Academy Foundation, 2016). Table 20 provides an overview of these experiences (Linked Learning, 2012; SC ED, 2017b).

Table 20. Career Awareness Experiences	
Design	Designed mostly by teachers to heighten student awareness of a varied assortment of careers and occupations; focus on goal setting and decision making; use of career assessment instruments to identify careers; one-time interaction with community partners usually for a group of students
Connected Learning Activities	Guest speakers, career fair, workplace tour, visit parents at work, community volunteer activities, class projects with a career theme

► **Career Exposure – Sanders Middle (6-8):** Since we will have four new academies at our feeder high school, integrated learning and activities will focus on exposing students to these areas. During middle school, students will begin to create their IGP to support goal development and decisions about which pathway they may want to enter. The focus will be on helping students: (1) recognize the skills necessary to be ready for college and careers; (2) understand skills necessary for workplace success; (3) develop basic knowledge of employability skills; (4) connect available options and importance of postsecondary education to achievement of career goals; and (5) link personal skills and interests to career pathways (National Academy Foundation, 2016). Table 21 provides an overview of these experiences (Linked Learning, 2012; SC ED, 2017b).

Table 21. Career Exploration Experiences	
Design	Personalized to link to developing student interests; active role taken by student to select and shape the experience; depth in career

	fields and four pathways; one-time interactions with community partners for an individual student or a small group; development of skills needed for work-based learning
Connected Learning Activities	Informational interviews, job shadowing, virtual exchanges with community partners, service learning, aptitude and interest assessments, career fairs, guest speakers from four high-demand industries, tours of career centers, simulated industry projects

In eighth grade, industry leaders will work with students in a career day format to provide an overview of each academy area. After the career day, leaders in coordination with teachers will lead on-campus seminars for students highlighting focal points and the leadership of each industry. Each focus will encompass two weeks per industry using seminars and student-led research investigating: the overarching industry theme; trends and patterns; and past, current, and future issues. Students will participate in a virtual dialogue presenting their findings to industry leaders. Based on their research, students will select one of the four areas for mentorship purposes and be partnered with an industry representative to work onsite one day every two weeks.

► **Career and College Preparation – Keenan High:** Career development strategies will culminate at the high school level with magnet students selecting a career academy in one of the four pathways. Each academy will serve as a smaller learning community within the high school to provide tailored academic and career instruction and college and career readiness strategies. A lead teacher will be designated for each academy with the responsibility for overseeing the career pathway, monitoring the core group of teachers, and serving as a liaison with school staff and industry partners. Each year, students will select a problem of practice related to the industry in their career academy to further investigate and prepare a solution to the issue. The solutions will

be presented to a panel of experts in the industry who will provide feedback with a “Top of the Industry” award given for the best solution. The focus of college and career preparation will be on helping students: (1) create short- and long-term career plans; (2) understand the postsecondary college and training necessary to link to a career path; (3) recognize core knowledge and skills needed to be prepared for success in a career path; (4) experience the process of applying for employment (e.g., resume writing, interviewing) and using multiple resources to find jobs; (5) apply academic skills to the workplace; (6) select secondary courses aligned to the career academy; (7) prepare for college entrance exams and completing applications; (8) understand information on federal financial aid programs and assistance in completing applications; and (9) improve financial and economic literacy (National Academy Foundation, 2016). Table 22 provides an overview of these experiences (Linked Learning, 2012; SC ED, 2017b).

Table 22. Career Preparation Experiences	
Design	Application of skills used in a variety of a careers; activities that show value beyond classroom success; direct interactions with community partners over time
Connected Learning Activities	Culminating internships related to academy, leadership retreats, summer work experiences, projects with industry partners, career and college fairs, school-based enterprises, college research and visits, use of career centers and electronic job finding sites, virtual enterprise and other extended online interactions with partners, work-focused clubs and national competitions (e.g., Junior Achievement, Model UN, Future Business Leaders of America, Debate Team, Student-Led Press)

We will integrate a variety of research-based approaches, curriculum models, and course sequences to develop our four academies: Hospitality and Tourism, Government, Entrepreneurship, and Engineering. Through Career Academy Committees, course maps will be created to show a clear pathway to earn both high school and college credits as well as links to work-based learning opportunities. Guidance counselors will provide each student with individualized guidance to outline secondary and postsecondary courses of study in their selected academy to meet their future postsecondary and career goals. This process will include meeting with each student and their parents near the end of every semester to review college and career readiness progress reports and help make appropriate course selections for the following semester and grade level that align with their postsecondary goals. These approaches include: (1) SC Personal Pathways to Success – This initiative is designed to prepare students through improvements to career, workforce, and economic development via career planning and individualized curriculum (SC ED, 2017b). Developed for Hospitality and Tourism, Government, and Engineering, the education and career planning guides provide a variety of tools to support academic and career development which includes a career map of courses required for graduation and entrance to college as well as suggestions for complimentary course work and extended learning options such as internships or student competitions. (2) Department of Labor – The Employment and Training Administration and their industry partners have collaborated to design the Building Blocks Model which delineates the foundational and technical competencies needed to educate and prepare a globally competitive workforce (DOL, 2017). Incorporating these building blocks, we will use industry models that have been created for Hospitality and Tourism, Entrepreneurship, and Engineering. This model includes five tiers of competencies which will be applied to each industry in our academy: personal effectiveness, academic, workplace, industry-

wide, and industry-sector. (3) National Academy Foundation (NAF) – The NAF design is composed of three key elements of practice which include: academy development and structure, curriculum and instruction, and work-based learning (NAF, 2016). We will use NAF’s Hospitality and Tourism curriculum to support our academy which has received industry validation from the Global Travel and Tourism Partnership. This design includes the following: a series of career exploration courses using PBL techniques; specific courses that cover the principles of this pathway; work-based learning activities; and a student certification assessment system that validates successful course completion, projects, and internships. (4) Project Lead The Way (PLTW) – Two of our high schools, Lower Richland and Keenan (MSAP targeted school), are among the first in the country to achieve national STEM certification from the AdvancED Accreditation Commission. This certification recognizes the schools’ research-based framework and assesses criteria for continuous improvement and assessment of the quality, substance, and rigor of STEM programs. A sequence of honors-level PLTW courses as well as Keenan High early engineering coursework will provide students with a foundation for college and career success such as: Civil Engineering and Architecture, Computer Integrated Manufacturing, and Biotechnical Engineering (PLTW, 2017). The engineering pathway aligns to International Technology and Engineering Educators Association Standards for Technological Literacy as well as Next Generation Science Standards. These courses are also aligned with subject Advanced Placement tests for college credit. In addition, middle school students will have the opportunity for introduction to the engineering field through PLTW. (5) National Consortium for Entrepreneurship Education Standards: In 2016, national standards for entrepreneurship education were reviewed by industry experts and a “crosswalk” was develop for three grade bands (K-5, 6-8, and 9-12) which outline the standards that align with Common Core and Next Generation

Science Standards (EntreEd, 2017). This crosswalk will be used to teach entrepreneurship topics in a specific content area or applying concepts in the academy structure and include entrepreneurial skills (processes, traits, behaviors), business ready skills (communications, computer operations, economics, financial literacy), and business functions (financial/information management, human resources, marketing, operations, risk/strategic management).

(2) The extent to which the applicant demonstrates that it has the resources to operate the

Financial and Operating Model

We designed our financial and operating model to maintain adequate resources and support that sustains and expands our magnet programs beyond the five-year MSAP grant period.

► **Expansion Plan:** The expansion of our current magnet programs and development of new magnet programs has been a long-term focus to support our district in providing rigorous academic opportunities and reducing minority group isolation. Our strong commitment to future expansion and sustainability of our magnets is evidenced by Richland One serving as a leader in public school Montessori education in South Carolina for 17 years. Serving over 600 students, the district now has four early childhood and elementary Montessori programs and one middle school program. Our experience and success with this magnet theme has enabled us to plan extensively and pilot a new magnet school in language immersion with over 100 students in the 2016-17 school year. Through *Leadership Richland One*, our proposed five-year project will allow us to continue this momentum and improve academic success through new and expanded magnet programs with high-demand themes. Our long-term vision includes: (1) a full global leadership/language immersion magnet school at Carver-Lyon Elementary (PreK-5) with Spanish, Mandarin, and French; (2) a K-12 continuum of global leadership/language immersion options by adding feeder

middle and high schools for students to progress with Spanish, Mandarin, and French; (3) a K-12 continuum of leadership/career development options at Bradley Elementary, Sanders Middle, and Keenan High; and (4) a K-12 continuum of leadership/career development options at our Lower Richland feeder pattern of elementary, middle, and high schools. Table 23 highlights our projected expansion of magnet programs during the grant period and five years beyond.

Table 23. Long-Term Magnet Plan		
School Year	Global Leadership and Language Immersion	Leadership and Career Development
Current	<ul style="list-style-type: none"> • Carver-Lyon Elementary: PreK-K Spanish and Mandarin 	Leadership/career development magnet plan and projections established
Year 1 2017-18	Extensive training in leadership model, PBL, and language immersion; <ul style="list-style-type: none"> • Carver-Lyon: Add grade 1 Spanish and Mandarin; add another kindergarten Spanish 	Extensive training in leadership model, PBL, and career development practices at Bradley Elementary, Sanders Middle, and Keenan High
Year 2 2018-19	Begin whole-school global leadership implementation at Carver-Lyon: Add grade 2 Spanish and Mandarin; begin related arts for Spanish and Mandarin	Begin whole-school leadership component at all K-12 target schools; For career development – Bradley: Add grades K-5; Sanders: Add grades 6-8
Year 3 2019-20	<ul style="list-style-type: none"> • Carver-Lyon: Add grade 3 Spanish and Mandarin; add kindergarten 	<ul style="list-style-type: none"> • For career development – Keenan: Add grade 9

	French	
Year 4 2020-21	<ul style="list-style-type: none"> • Carver-Lyon: Add grade 4 Spanish and Mandarin; add grade 1 French 	<ul style="list-style-type: none"> • For career development – Keenan: Add grade 10
Year 5 2021-22	<ul style="list-style-type: none"> • Carver-Lyon: Add grade 5 Spanish and Mandarin; add grade 2 French; begin related arts for French 	<ul style="list-style-type: none"> • For career development – Keenan: Add grade 11
Year 6 2022-23	<ul style="list-style-type: none"> • Carver-Lyon: Add grade 3 French • New feeder middle school: Add grade 6 Spanish and Mandarin 	<ul style="list-style-type: none"> • For career development – Keenan: Add grade 12
Year 7 2023-24	<ul style="list-style-type: none"> • Carver-Lyon: Add grade 4 French • Middle school: Add grade 7 Spanish and Mandarin 	<ul style="list-style-type: none"> • Begin new Lower Richland design – Elementary: Add grades K-5 and Middle: Add grades 6-8
Year 8 2024-25	<ul style="list-style-type: none"> • Carver-Lyon: Add grade 5 French • Middle school: Add grade 8 Spanish and Mandarin 	<ul style="list-style-type: none"> • Continue Lower Richland design – High: Add grade 9
Year 9 2025-26	<ul style="list-style-type: none"> • Middle school: Add grade 6 French • New feeder high school: Add grade 9 Spanish and Mandarin 	<ul style="list-style-type: none"> • Continue Lower Richland design – High: Add grade 10
Year 10 2026-27	<ul style="list-style-type: none"> • Middle school: Add grade 7 French • High school: Add grade 10 Spanish and Mandarin 	<ul style="list-style-type: none"> • Continue Lower Richland design – High: Add grade 11

► **Sustainability Management Structures:** We have a variety of existing and new management structures to support *Leadership Richland One*. These structures will continue to function beyond the life of the grant to ensure high-quality project operations, ongoing professional development, and sustainability of our new and expanded magnets. Described in detail in *Section C: Quality of Management Plan*, the following structures will support our future operating model: (1) Management Team – Meeting monthly, this team will provide ongoing oversight to our project, use progress and evaluation reports to make strategic decisions for successful implementation in Year 5 and onward. An essential function of this team will be to continually revisit and modify our sustainability plan to ensure our processes and resources are incorporated into district practices and multi-year allocations budget. (2) Project Director – The project director will coordinate day-to-day activities of our MSAP project. This process includes: progress monitoring with evaluators, supervising magnet staff, collaborating with Magnet School Advisory Councils, cultivating partners and stakeholders, monitoring the recruitment and student selection processes, and coordinating professional development to build capacity and continuation of our magnet themes. (3) Evaluation Team – During the grant period, *Leadership Richland One* will be evaluated by an independent, external evaluator to provide an unbiased assessment and allow for continuous feedback and improvement. Beyond the grant period, we will commit our district’s Accountability, Assessment, Research, and Evaluation (AARE) department. To allow for longitudinal analysis, AARE will continue with data collection methods based on our external evaluation during the grant period. (4) Marketing Coordinator – To support recruitment efforts for magnet programs, we recently hired a professional through district funds to develop an integrated marketing plan to serve as a roadmap to recruit students from different social, economic, ethnic, and racial backgrounds. This coordinator will serve as a key staff in our district office and will remain beyond the life of

the grant. (5) Other District Administrative Staff – Other key staff will also remain beyond the grant period: principals (leaders of each magnet school); Chief Human Resources Officer (recruitment of highly qualified teachers and instructional staff); and Chief of Budget Services (monitoring of magnet budgets to ensure adequate resources are available to sustain programs).

(6) Advisory Councils and Teams – District- and school-level teams and councils for each magnet area will meet on a monthly basis to ensure stakeholder support and oversee operations.

► **District Financial Commitment:** We will implement a variety of financing strategies to ensure our programs continue to sustain and support our long-term magnet plan. Examples of these strategies include (MSAP Center, 2016): (1) Use of Existing Funding: We will use current resources to function more efficiently by continuing to integrate our magnets into the district budget; reducing duplicate costs across magnet sites; shifting fund cost categories; and reinvesting savings from high-cost to low-cost categories of spending. (2) Capitalize on Federal, State, and Private Revenue: We will attain support from a variety of sources to diversify funding such as collaborating with multiple magnet sites to apply for funding as well as with local nonprofits and other community partners. (3) Grow Public-Private Partnerships: Enhancing our partnerships will enable us to widen our fiscal base of eligible funding sources, sustain partnerships providing the opportunity to offset costs through in-kind donations or funding, and enrich theme-based programming. For the past 17 years, Richland One has significantly invested in our current magnet programs to ensure success and will continue to do so during the five-year MSAP project and beyond. These investments include major costs such as transportation, curriculum, ongoing professional development and teacher certification, assessment, evaluation, facilities renovations, support, and resources. Since 2010, our district has invested over \$26 million to support new and expanded Montessori programs at various schools. With our language immersion magnet, we have

invested an initial \$2.6 million. For our proposed project, *Leadership Richland One*, we have committed substantial in-kind resources and support to ensure success and sustainability. Examples include: administrative support, magnet principals, curriculum teachers, transportation, school facilities, and initial professional development. If our project is successful, Richland One will assume the costs through our general fund, grants, and partnerships to continue our magnets as well as pursue our long-term magnet plan (outlined above in Table 23). These funds will support strategies such as ongoing professional development, transportation, marketing, facilities, teachers, instructional support, and travel. A variety of resources through the MSAP grant will also naturally continue to support our magnets with limited or no additional costs such as: curriculum units (e.g., PBL), technology and educational software, language assessments, whole-school leadership activities, and a train-the-trainer approach for professional development.

Partner Commitments

We will maintain meaningful partnerships and collaborations to ensure magnet program implementation is supported with a variety of resources and expertise. We have several existing and new partnerships that will extend beyond the five-year grant period. Table 24 highlights these commitments with detailed letters of support in *Appendix I*.

Table 24. Partner Commitments	
Columbia Chamber	Collaborate with business chamber members to engage students in field experiences related to each academy such as on-site interviews, summer programming, and mentoring with industry representatives

University of South Carolina: School of Medicine	Support career awareness, exploration, and preparation activities through career and job fairs and medical-school related information to students
City of Columbia, South Carolina: Office of the Mayor	Extend youth mentoring opportunities through the Mayor's Mentoring Alliance; provide leadership opportunities for students via the city's Youth Commission for ages 14-18 by working with City Council, senior staff within the City of Columbia, and community leaders
IT-oLogy	Offer cyber field trips for elementary and middle school students designed to provide IT enrichment content aligned with SC standards such as wearable electronics, coding, robotics, and visual and sound effects; offer students attendance at Cyber Summer Camps with hands-on learning involving robotics and programming
EngenuitySC	Serve as a leader in building partnerships between public, private, and higher education sectors to build a more competitive Midlands workforce; provide student opportunities for career exploration, job shadowing, industry mentoring, and service learning projects
Challenger Learning Center	Offer science exploration, aerospace education laboratory, robotics, astronaut theater, and e-planetarium visits to provide in-depth, hands-on approach to aerospace and STEM careers; link activities to SC standards
Chapel Hill/Carrboro City Schools: Mandarin Immersion	Share best practices and sponsor staff site visits to programs; work jointly to offer feedback and support in developing units of study and curriculum;

and Spanish Dual Language Programs	collaborate to develop regional and national conference presentations; provide mentorships to principal and leadership team members
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Broad Support from Stakeholders

We will ensure continued stakeholder involvement and support critical to the project’s long-term success. Highlighted in detail in *Appendix I: Letters of Support*, we have a variety of dedicated and ongoing support and involvement from key stakeholders during our MSAP project and future multi-year magnet plan as evidenced by the following: (1) Richland One School Board – Fulfilling a Voluntary Desegregation Plan (*Appendix A*), the district’s long-term plan is to expand magnet options for students and improve academic achievement. This support is evidenced by the fact that our school board has already committed over \$26 million to support Montessori programs, \$2.6 million to support our language immersion program, and to our new vision for *Leadership Richland One*. (2) Superintendent – As seen in our new and expanded magnet plan, the Richland One Superintendent is committed to the academic success of students in our district. A long-term vision of our superintendent is to continue to develop innovative programs through specialized magnets and other research-based strategies. His strong support is also indicated by devoting his time to serve on the Management Team. (3) Parents – In addition to parent participation in our committees described below, the district surveyed parents about their interest and support for a language immersion program before initiating our pilot in the 2016-17 school year. Nearly 700 parents were surveyed in November 2015. Results indicated over 77% of parents had interest in enrolling their child in language immersion with top language choices as Spanish, French, and Mandarin. Over 100 students enrolled in the first year of our language immersion program. In a recent feedback survey, initial parental response was positive with 100% of parents stating they are satisfied with their child’s second language development and feel that they benefit from the

experience with nearly 90% stating they are satisfied with their child’s academic progress. (4)

Principals – Each target school principal has been involved in the planning for *Leadership Richland One* and has committed to working closely with program staff to meet the objectives of our MSAP project. Further, principals will support project activities by serving on their school’s Magnet Advisory Council, coordinate curriculum development with the other target schools, and contribute to sustainability planning to carry key strategies forward beyond the life of the grant.

(5) Magnet Advisory Councils – To support planning efforts, each target schools’ Magnet Advisory Council has been created and includes a variety of broad stakeholders (e.g., administrative staff, teachers, university experts, parents, students) critical to the success of the magnets and will continue to provide oversight and technical assistance during our MSAP project and beyond. Each council is committed to offering guidance to the Management Team, ensuring consistency across all programs, making collective decisions to address challenges, implementing improvements, and fostering stakeholder involvement.

(3) Professional development services to be provided by the proposed project are of

Our professional development goal is to ensure students have access to effective educators through high-quality professional learning that supports improvements in practice and sustainable integration of magnet themes. Our plan amalgamates a variety of services with sufficient intensity and duration that will lead to continual improvements in practice resulting in improved student achievement. Staff from all four magnet schools will engage in professional learning and training that supports magnet themes at least 50 hours annually. Professional development will range from program-wide to individual trainings, based on grade-level and staff needs. Central to all four magnets will be the use of communities of practice (CoP) principles. Table 25 provides an

overview of key professional development methods to support high-quality implementation of all magnet themes which will be delivered through a variety of support channels and expert providers. Activities will be tailored to best fit educator, individual, and school-level needs.

Table 25. Professional Development Methods	
Summer Institute (once a year)	<ul style="list-style-type: none"> • Deepening theory and practice related to magnet themes • Pinpointing characteristics of effective program models • Creating activity structures and making use of instructional methods that encourage sustained student interactions
Academic Year Support via Coaching (weekly)	<ul style="list-style-type: none"> • Afterschool support with continued content and curricular support sessions to include support for working with families • In-class support such as modeling lessons and troubleshooting • Coach conducts classroom observations, meeting with teacher, providing feedback and support
Thematic Unit Writing Days (seven times a year)	<ul style="list-style-type: none"> • Professional support (three times a year) to guide teachers in organizing district materials and units to develop standards-based year-long plan and writing units of instruction • Dedicated planning days (quarterly) for teachers to write curriculum for effective use of thematic units and individualized students' needs based on data
Videoconferencing with Experts (quarterly, 1.5 hours each)	<ul style="list-style-type: none"> • Check-in, problem solving, and planning; teacher feedback; address other needs identified by teachers or administration

<p>On- and Off-Site Training Opportunities (once a month)</p>	<ul style="list-style-type: none"> • Variety of training for educators related to magnet themes and teacher needs such as development of inquiry-based, thematic units of study with integrated content; teacher externships with industry partners; Teaching English to Speakers of Other Languages (TESOL) add-on certification
<p>Curricular Conversations (weekly)</p>	<ul style="list-style-type: none"> • Meetings with instructional staff engaged in conversations about curriculum and instruction and will include professional development and collaborative sharing
<p>Visits to Model Leadership and Language Immersion Programs (biannually)</p>	<ul style="list-style-type: none"> • Model site visits and mentoring to learn best practices from other districts with similar magnet themes; provide examples of project-based learning units; model curriculum writing; collaborate on conference presentations
<p>Online Professional Learning (monthly)</p>	<ul style="list-style-type: none"> • Online training activities based on individual needs such as webinars, online conferences, massive open online courses, hashtag Twitter chats, and communities of practice (US ED, Office of Educational Technology, 2014a)
<p>Participation in Professional Organizations (ongoing)</p>	<ul style="list-style-type: none"> • Connections with other professionals and resources related to magnet themes such as Center for Advanced Research on Language Acquisition or National Career Academy Coalition

► **Leadership:** Our transformation of school culture to leadership themed magnets will be supported by a model using The Leader in Me (TLIM) approach (K-8) and The 7 Habits of Highly Effective People and The 7 Habits of Highly Effective Teens (9-12). Rather than a curriculum, this

whole-school model will serve as a philosophical approach to school culture and leadership at our magnet schools. Teachers and staff will receive extensive training in the leadership framework that uses three research-based best practices: teaching leadership principles, creating a leadership culture, and aligning academic systems (FranklinCovey Education, 2017). Over the first three years, professional development in the leadership model will be delivered by FranklinCovey through a network of expert consultants that deliver on-site coaching, community coaching, and virtual touchpoints. This process cycles new learning with practice, feedback, and reflection to enable staff to form a deeper capacity to implement the leadership model and reach Lighthouse Status and includes the following: (1) six days of on-site staff training which includes training in The 7 Habits, Launching Leadership, Creating Culture, Aligning Academics, and Empowering Instruction; (2) two on-site coaching days and two community coaching days per year; (3) coaching phone calls and other virtual coaching support; (4) regional new staff training and principal development; (5) access to online support such as digital training modules, classroom videos, lesson resources, assessment tools, and best practice sharing; and (6) training in the student leadership model, teacher resources, and other classroom materials.

► **Project-Based Learning:** Teachers will be provided intensive training to develop high-quality curriculum units that integrate with our magnet themes. Training will support teacher capacity to implement key PBL design elements effectively which include: essential knowledge, understanding, and success skills; stimulating question or problem; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision; and public product (Larmer, Mergendoller, & Boss, 2015). The Buck Institute for Education will provide professional learning on how to design, assess, and manage projects that engage students across grade levels and subject areas linked to magnet themes (BIE, 2017). The institute will provide Systemic PBL

Implementation Services which designs a planning model that results in a three-year PBL initiative using sustainable implementation across the magnet schools. A systemic partnership coach from the institute will manage the plan, provide on-site and virtual support to leadership, schedule services and professional development events, and tailor training needs. This level of professional learning includes (BIE, 2017): (1) a one-day on-site implementation planning workshop to design a flexible multi-year rollout plan; (2) a leadership development workshop series (spread out over four days) for instructional leaders to equip them with the knowledge and skills needed to design the supports necessary for successful PBL implementation and includes modules on key protocols, analysis of student work, instructional rounds, walkthroughs, and data analysis; (3) a structured apprenticeship (4-6 months) for an instructional leader that prepares them to facilitate their own PBL workshops through a train-the-trainer approach; (4) a seven-week online training course that supports instructional coaches through video samples, case studies, readings, journaling, and discussion boards; (5) a foundational on-site workshop (three days, seven hours per day) for teachers and instructional leaders to design, assess, and manage a relevant, rigorous, standards-based project which includes a combination of direction instruction, video analysis, resource sharing, hands-on work, and peer collaboration and feedback; and (6) on-site instructional coaching visits throughout the year and tailored to each school's learning needs.

► **Career Development:** Professional learning will build the capacity of staff to integrate a structured approach to provide education that prepares students for postsecondary education and career success. Through multidisciplinary teams, staff will collaborate to share best practices and plan lessons on career-themed issues and projects across subject areas. Using the professional development methods highlighted in Table 25 above, training will include key areas such as: (1) linking instructional components to support academics, technical skills and knowledge, and work-

based learning; (2) developing connections to coursework aligned to student learning outcomes, leadership skills, and applied, transferable career skills; (3) contextualizing learning in real-world applications that are linked to technical content through project-based learning units; (4) using a technical curriculum and sequence that incorporates academic standards supporting college and career readiness; (5) designing meaningful opportunities to learn and apply skills via real-world experiences such as job shadowing, internships, and school-based enterprises; and (6) helping students develop Individual Success Plans (K-5) and Individual Graduation Plans (6-12) tailored to academic and career interests as well as future postsecondary and career goals. Staff will also build their capacity to integrate a variety of research-based approaches, curriculum models, and course sequences to develop our four academies. This professional learning includes developing skill and knowledge in: SC Personal Pathways to Success, the Department of Labor's Building Blocks Model, the National Academy Foundation, Project Lead The Way, and the National Consortium for Entrepreneurship Education Standards. Professional learning will also support the development of detailed course maps for each academy that show a clear pathway to earn both high school and college credits. As work-based learning experiences for students are being developed, teachers will have the opportunity to build partnerships with businesses, develop hands-on ways to engage students using real-world examples, generate PBL strategies, and identify student learning opportunities. To support the connection of classroom content and projects to experiences in careers, teachers will also participate in an annual five-day summer institute with our industry partners. This approach will immerse teachers in business environments to assess the practical use of formulas, theories, and concepts used in the classroom.

► **Language Immersion:** Program leaders, in collaboration with language acquisition experts, will develop long-term professional development plans for both instructional and non-instructional

staff. Our professional development plan includes three main areas: (1) Programmatic Design: Support the programmatic design of the global leadership and language immersion theme which includes: reviewing the planned language and content allocation plan; designing language immersion schedules for cohorts; creating a biliteracy plan centered in language arts and language development standards; and developing a plan to integrate district initiatives in language immersion programming. Further, the use of three key pedagogies in the programmatic design will support: continuous, authentic engagement with global issues; linking teacher global experiences, student global experiences, and the curriculum; and intentional amalgamation of global issues and varied perspectives into and across the curriculum (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). (2) Best Practices and Collaboration: Prepare teachers with professional development in the summer as well as the school year, with the following topics: evidenced-based instructional practices in language immersion programs on language development and academic achievement; active collaboration in a two-teacher model program; biliterate instruction, ensuring transfer of language, content, and metalinguistic development; and optimal use of resources in global leadership and language immersion programs. (3) Instructional Preparation: Develop biliterate units of instruction to accomplish the following: plan for daily literacy instruction in two languages; grow oracy and background knowledge; integrate reading comprehension, writing, word study, and fluency; reflect the internal structure of Mandarin, Spanish, French, and English; design extension activities; and integrate formative and summative assessments appropriate for dual language. Key professional development providers will include: (1) University of South Carolina (USC): Professional development opportunities will be supported by language and literacy experts from the USC College of Education. Partnering professors will bring expertise related to language acquisition and have experience working collaboratively with teachers to

increase their understanding of language acquisition, integrated instruction, and related pedagogy. The focus of professional development will include: theory and practice in cutting edge literacy practices for elementary classrooms; theory and practice in dual language learning and multilingual practices; structured coursework to result in a Teaching English as a Second Language (TESOL) add-on certification; on-site undergraduate coursework at the magnet school for USC students working alongside teachers; and connections to the national/international dual language/bilingual education community (e.g., conferences, virtual experiences, study abroad). The USC Confucius Institute will support the design of Mandarin-English component, link with dual language teachers and literacy specialists via summer institutes, assist in developing biliteracy units of instruction, and provide a volunteer Chinese teacher to provide teaching services. (2) Center for Teaching for Biliteracy: Our district collaborated with this center to support our language immersion planning efforts. This provider is experienced in on- and off-site trainings, modeling, coaching, and biliteracy unit development. Areas of emphasis include: foundations in teaching for biliteracy, language immersion instruction, planning for biliteracy and coordinating schedules, effective instructional practices, and developing oracy and background knowledge. (3) Center for Advanced Research on Language Acquisition (CARLA): This center is one of the US ED's Title VI National Language Resource Centers. We will use this resource to support training through summer institutes for educators. CARLA will offer the opportunity to remain up-to-date on empirically supported goals and theoretical principles of language immersion as well as exposure to cutting edge research on student academic achievement and literacy development.

(4) The extent to which the proposed project is supported by strong theory.

The vision of *Leadership Richland One* is that all students will have the opportunity to succeed academically through a high-quality education in an environment characterized by diverse social,

economic, ethnic, and racial backgrounds. Four key goals serve as the foundational framework for our MSAP program: (1) Desegregation: implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation; (2) Academic Success: improve academic achievement through an educationally challenging and diverse learning environment that empowers all students to reach their potential; (3) Magnet Themes: implement evidenced-based leadership magnet programs in language immersion and career development through innovative instructional approaches and supports that amalgamate students from different backgrounds; and (4) Professional Development: ensure students have access to effective educators through high-quality professional learning that supports improvements in practice and sustainable integration of magnet themes. Our *rationale* or *theory of change* states that if students have access to (1) a choice of attractive, relevant, research-based magnet themes, (2) innovative recruitment and selection approaches, (3) real-world, project-based instruction with academic supports, and (4) effective educators through high-quality professional learning, then this change will lead to improved student academic achievement and graduation rates, reduced isolation of minority groups, and sustainable magnet programs. Our district and school-level logic models specify the conceptual framework with key components for our strategies as well as the relationships to our outcomes. The *Leadership Richland One* district logic model is provided below. School-level logic models for our four magnet schools are in *Appendix G*. Our model is built on learning theories as well as a variety of practices and strategies from peer-reviewed journals and research. Research citations are included in *Appendix J*. An article to support our evidence of promise as outlined in CPP 2 are included in *Appendix F*.

Resources	Core Activities	Outputs	Short-Term Outcomes	Medium-Term Outcomes	Long-Term Outcomes
District					
<ul style="list-style-type: none"> MSAP Funds Management Team Leadership Dev Team Project Director Marketing Coordinator Student Support Services Community Partners Community Input External Evaluation 	<ul style="list-style-type: none"> Oversee recruitment and selection approaches to promote socioeconomic integration and reduce minority group isolation Provide leadership and support to create educationally challenging and diverse learning environments Support development of evidenced-based leadership magnet themes Ensure students have access to effective educators via high-quality professional development plan Design plan to ensure sustainability of magnets beyond MSAP grant Support revisions of language immersion and career development curricula 	<ul style="list-style-type: none"> #, % minority students #, % students who receive leadership training #, % students with language fluency #, % effective teachers #, % students who go through selection process without academic requirements (CPP 3) # of marketing events designed to increase demand for magnet programs New and revised evidence-based curriculum for magnet programs Sustainability plan for district magnets 	<p>Increased evidence-based magnet school program options (CPP 2) (Goal 3)</p> <p>Enhanced community knowledge about magnet options (Goal 3)</p> <p>Increased enrollment of students who have previously left or are zoned for district but not attending (Goal 1)</p> <p>Enriched access and</p>	<p>Increased number of students scoring proficient or above on State assessments in reading (GPRA) (Goals 1 and 2)</p> <p>Increased number of students scoring proficient or above on State assessments in math (GPRA) (Goals 1 and 2)</p> <p>Enhanced student leadership skills (Goal 2)</p> <p>Enhanced language fluency (Goal 2)</p> <p>Improved socio-economic diversity and racial integration (CPP 4) (Goal 1)</p> <p>Reduced isolation of minority groups (GPRA) (Goal 1)</p> <p>Improved interactions among students of different backgrounds (Goal 1)</p>	<p>Improved student academic achievement (GPRA) (Goal 2)</p> <p>Reduced isolation of minority groups (GPRA) (Goal 1)</p> <p>Sustained magnet programs beyond</p> <p>Federal funding (GPRA) (Goal 3)</p> <p>Increased graduation rates beyond Federal funding (GPRA) (Goal 2)</p>
Four Leadership Magnet Schools: Language Immersion and Career Awareness, Exploration, Preparation					
<ul style="list-style-type: none"> Principals Teachers/Staff Magnet Advisory Councils Career Academy Committees Professional Development Providers Community Partners Universities Parents Model magnet school site visits 	<ul style="list-style-type: none"> Implement recruitment and selection approaches that are race neutral Integrate leadership magnet themes with academic content Develop innovative project-based learning (PBL) units linked to themes Assimilate sustainable instructional approaches and academic supports that amalgamate students from different backgrounds Provide professional development (PD) to support theme-based integration and design of curriculum units Develop collaborations with community partners and universities 	<ul style="list-style-type: none"> #, % students who participate in PBL in magnet schools #, % classes that implement PBL #, % classes that implement leadership content #, % teachers and leaders who receive PD #, % teachers and leaders who implement PD in classrooms # community and university partner events and trainings 	<p>represented in magnet themes (Goals 1 and 3)</p> <p>Increased academic supports for struggling students (Goals 2 and 4)</p> <p>Increased educator knowledge and skills in evidenced-based magnet theme content and instruction (Goal 4)</p>	<p>Reduced isolation of minority groups (GPRA) (Goal 1)</p>	<p>Federal funding (GPRA) (Goal 3)</p>
<p><i>Continuous Performance Feedback Measures Tied to Goals, Objectives, and Outcomes: Fidelity Index, PBL Rubric, Administrative Records, Attendance Tracking Tool, Teacher Survey, Student Survey, Teacher Self Efficacy Scale (TSES), Perceptions in Participation (PIP) Scale</i></p>					

Our model is grounded in solid research that supports the foundation of our strong theory which follows the district and school-level logic models.

► **Choice of Attractive, Relevant, Research-Based Magnet Themes:** The following highlights key studies to support the foundation of our strong theory. (1) Leadership: Transformational leadership development including non-cognitive factors such as academic mindset and behaviors, social and emotional skills, approaches to learning, and self-regulation (Nagaoka, Farrington, Ehrlich, & Heath, 2015) have demonstrated a variety of benefits that impact student academic, career, and life outcomes (Farrington, et al., 2012). Key examples include: Interventions to develop non-cognitive skills have demonstrated a positive influence particularly on minority students (Walton & Cohen, 2011; Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustoski, 2009). Implementation of successful social and emotional education in elementary and middle grades was found to increase student achievement test scores by 11 to 17 percentile points (Payton, et al., 2008). In addition to improving school culture and reducing discipline issues (Ross & Lauerenzano, 2012; Spainhower, 2008), emotional intelligence serves as an important contributor in predicting life success (Chermiss, 2002) and academic achievement (Nelson, 2009). Student leadership roles in the school affect the formation of a positive schoolwide climate, influence on their own development, and impact on peers (Pedersen, Yager, & Yager, 2012). Student-led learning is linked to a higher level of motivation in students, development of more positive relationships among teachers and peers, higher student academic achievement, and heightened desire for responsibility and personal challenge (McCombs & Miller, 2009). Workforce preparation is improved when student leadership skills are developed focused on school culture, climate, and collaboration (Pedersen, Yager, & Yager, 2012). (2) Language Immersion: Bilingual two-way immersion programs were found to have an impact on enhancing reading and math

achievement in both majority-language and minority-language elementary school students (Marianna, Shooka, & Schroedera, 2013). Majority-language students in immersion programs outperformed students in mainstream monolingual settings. Minority-language students in immersion programs outperformed students in transitional programs of instruction. Compared to non-immersion students on reading and math standardized tests, English-proficient immersion students have the capacity to perform as well and in some cases better than their peers (Genesee, 2008). These outcomes are also applicable to students from an array of ethnic and socioeconomic backgrounds and diverse linguistic and cognitive abilities (Genesee, 2007; Lindholm-Leary, 2001). English-proficient students in language immersion programs characteristically attain higher levels of minority or partner (non-English) language proficiency when compared to students in other styles of language programs (Curtain & Dahlberg, 2010; Lindholm-Leary & Howard, 2008). English-proficient students in language immersion programs who attain increased levels of second-language proficiency also achieve increased levels of English language skills and metalinguistic awareness (Bialystok, 2009).

(3) Career Development: Applying learning in a context that is meaningful, career and technical education integrated with academic instruction leads to student mastery of the academic subject matter (Stone & Lewis, 2014). Career information and development early on improves student school involvement and performance, increases social and interpersonal skills, and raises competence and motivation which contributes to academic success (SC ED, 2017). Research on middle school student exposure to a series of career development strategies linking college and career readiness to their academic and social development found students became more self-reflective and goal-oriented about these opportunities (Schaefer & Rivera, 2012). In a study comparing outcomes of students enrolled in California Partnership Academies to statewide outcomes for all public high schools, 95% of

academy seniors graduated compared to 85% of all other students (Dayton, Hester, & Stern, 2011). Students in an integrated sequence of career and technical education and college-prep academic coursework as well as work-based learning with academic supports are less likely to drop out of high school and have higher graduation rates than students not in a pathway (Warner, et al., 2015). Extensive research around college and career readiness that reinforce academic, technical, and applied workplace skills supports a variety of student learning outcomes in: teamwork, innovation, critical thinking, initiative, quantitative reasoning, and communication (Linked Learning, 2012).

► **Innovative Recruitment and Selection Approaches:** Highlighted in detail in *Section A: Desegregation*, we will recruit students from different social, economic, ethnic, and racial backgrounds to participate in the magnet schools created through *Leadership Richland One*. A mounting body of research in the last ten years has focused on socioeconomic integration and suggested that it is most important in improving academic achievement for students and their life chances (Diem, 2012; Kahlenberg, 2013; Kahlenberg, 2012; Potter 2016). By introducing the option of additional magnet programs to our middle and upper income families, we will attract students to schools in our district that have traditionally served lower-income families thus helping to facilitate socioeconomic integration (Kahlenberg, 2013). We will include weighted criteria and race-neutral approaches in the application process, taking race into consideration but not relying on race as a condition for selection into our programs. When students of lower-incomes are enrolled in schools where less than 50% of students qualify for free- and reduced-price lunch, lower-income students are more likely to be surrounded by peers who are more engaged academically and less likely to cause discipline issues, by teachers who hold higher expectations for students, and by parents who are more actively involved in the operation of the school and hold administrators accountable (Kahlenberg, 2012). Research also has demonstrated that lower-

income students attending more-affluent elementary schools demonstrate gains in closing the achievement gap compared to their affluent peers in math and reading by the end of elementary school (Kahlenberg, 2013). Our component to implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation meets the *evidence of promise* standards to support the theoretical linkage between this component and the outcomes detailed in our logic model. Outlined in CPP 2, Bifulco, Cobb, and Bell (2009) found students who were randomly selected via lottery to attend magnet schools experienced significantly higher reading and math scores than students who applied but were not selected to attend magnet schools in Connecticut. Magnet schools in the study saw significantly increased diversity with more minority students attending suburban magnet schools and fewer attending urban magnet schools. The demographics of Richland One mirror the demographics in the cited study with larger minority enrollment in urban schools. The revision/introduction of four magnet schools with distinct themes that students opt into aligns with the cited study's method where "each magnet has an educational theme, and students choose to enroll on the basis of their interest in the school's theme" (Bifulco, Cobb, & Bell, 2009, p. 326). Also, identical to the cited study, all students are eligible for enrollment in the four proposed magnet schools and may apply to attend.

► **Real-World, Project-Based Instruction:** PBL was selected as our approach to instruction as it provides a solid framework to support our whole-school leadership theme as well as academic and career success. Research has shown that PBL: (1) performs more effectively than traditional instruction on improving academic attainment on state standardized tests (Geier, et al., 2008) and retention, skill development, and satisfaction of teachers and students (Strobel & van Barneveld, 2009); (2) demonstrates greater student gains in academic content knowledge compared to traditional instruction (Mioduser & Betzer, 2007); (3) is effective in different types of schools

(Hixson, Ravitz, & Whisman, 2012) and shows academic benefits for a variety of learners especially middle- to low-achieving students (Mergendoller, et al., 2006; Tal, Krajcik, & Blumenfeld, 2006) and low socioeconomic status students (Halvorsen, et al., 2012); and (4) produces positive outcomes in raising student engagement, interest in content, depth of learning and transfer of skills, and problem-solving strategies (Hmelo-Silver, et al.; Walker & Leary, 2009).

► **Effective Educators:** Staff from all four magnet schools will engage in professional learning and training that supports magnet themes at least 50 hours annually. Studies find that concentrated and sustained teacher professional learning is linked to student-achievement gains (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Our professional development plan includes multiple opportunities for training, modeling, practicing skills, coaching, and feedback. Prior research indicates that our multiple approaches will have a positive impact on students as seen in Table 26 (Adey, 1999; Joyce & Showers, 2002).

Table 26. Effectiveness of Staff Development				
Components	Knowledge	Skill	Classroom	Student
1. Present Information	40-80%	10%	5%	0.01
2. Present + Model	80-85%	10-40%	5-10%	0.03
3. Present + Model + Practice + Feedback	80-85%	80%	10-15%	0.39
4. Components 1-3 + Coaching	90%	90%	80-90%	1.68

Several studies that have linked the use of multiple forms of professional development as provided in *Leadership Richland One* to improved student academic achievement. Examples include: An analysis of experimental studies examining the level of contact hours provided for professional learning found those that offered substantial contact hours (30-100 hours over 6 to 12 months) have significant and positive effect on student achievement gains (Yoon, Duncan, Lee, Scarloss,

& Shapley, 2007). The findings demonstrate that students would raise their achievement by 21 points if their teachers had significant professional development with an average of 49 hours across these studies. Professional development that comprises applications of knowledge to teacher planning and instruction is more likely to impact practices and lead to gains in student learning (Knapp, 2003; Weiss & Pasley, 2006). Studies find that when schools provide opportunities for teachers to collaborate actively, such as through PLCs, student dropout rates and absenteeism reduced and student performance in math, science, reading, and history raised significantly (Darling-Hammond, et al., 2009; Newman & Wehlage, 1997).

C. QUALITY OF MANAGEMENT PLAN

(1) Adequacy of the management plan to achieve the objectives of the proposed project.

The expansion of our current magnet programs and development of new magnet programs has been a long-term focus to support our district in providing rigorous academic opportunities and reducing minority group isolation. Through *Leadership Richland One*, our proposed project for the next five years will allow us to continue this momentum and improve academic success through four new or expanded magnet programs at Carver-Lyon Elementary, Bradley Elementary, Sanders Middle, and Keenan High. Each magnet will support a leadership theme integrated with project-based learning (PBL) and one additional focus area to include language immersion or career development. The following describes our management plan which includes our structure, timelines, and responsibilities to achieve the objectives of our proposed project.

► **Management Structure:** Richland One has created a management structure to ensure effective administration and high-quality implementation of our magnet programs and meet project objectives. The qualifications and responsibilities of key personnel are described further in *Section D: Quality of Personnel*, with accompanying resumes and job descriptions listed in *Appendix H*.

Main management structures include the following: (1) MSAP Management Team: Meeting monthly, this team will be responsible for monitoring program and strategy implementation to maximize the quality of service provision across the district and report updates to the Board of School Commissioners regarding its progress and challenges. Other key roles include: confirming partner commitments; allocating resources; assessing school results to ensure the project is on course to meet intended outcomes; and traveling to magnet schools to support implementation through participation in meetings, observations, professional development, and coaching. One essential function will be to revisit and modify periodically our sustainability plan to ensure our processes and resources are incorporated into district practices and multi-year allocations budget. The Management Team will be comprised of the following: Superintendent; Project Director; Executive Director of Teaching and Learning; Executive Director of Schools; Executive Director of Accountability, Assessment, Research, and Evaluation (AARE); Director of Career and Technology Education; Marketing Coordinator; and the principals from our four target schools.

(2) MSAP Project Director: Serving as project director, Dr. Eunice Williams will devote 100% of her time over the five-year grant period and will assume primary responsibility for overseeing the project and developing a sustainability plan. Located at the district office, she will work directly with district and school staff to provide fiscal oversight and implementation support. Additionally, she will be tasked with fiscal management and reporting for all sites; coordinating professional development; directing and collaborating with the district Leadership Development Team, Magnet Advisory Councils, and Career Academy Committees; and leading recruitment and selection strategies.

(3) Marketing Coordinator: Our recruitment and selection processes will be coordinated with our district's marketing coordinator (provided by local funds). These plans will be our roadmap to recruit students from diverse social, economic, ethnic, and racial backgrounds

into our magnet programs. This process will aid in reducing minority group isolation and targeting families who may be considering leaving our district for other magnet, charter, or private school programs city-wide. Moreover, our marketing coordinator will provide leadership to identify the best ways to advertise our magnet options through print advertising, radio, television, mail, or other publications in our community. (4) Principals: The daily activities and staff of each magnet school will be supervised by the principals. This process includes: ensuring continual stakeholder buy-in, participating in school-level council meetings, monitoring the rollout of the magnet theme, supporting teachers in the implementation of PBL strategies, assessing professional development needs, and coordinating with the project director to improve practices. (5) Planning and Implementation Teams: District- and school-level teams will support the implementation process and develop refinements as necessary. Meeting quarterly, our district Leadership Development Team will guide the rollout of the leadership component across all magnet schools with a representative educator from each school which includes: developing marketing and recruitment strategies, sharing best practices, and addressing implementation processes. Meeting monthly, each school will also have a Magnet Advisory Council to oversee school-specific implementation and progress and ensure alignment to academics and instruction. In addition, each Keenan High career academy (Hospitality and Tourism, Government, Entrepreneurship, and Engineering) will have a Career Academy Committee that integrates research-based approaches and curriculum models, develops course sequences, and designs work-based learning opportunities with our community partners. (6) External Evaluator: We will contract with an independent, third-party provider, The Evaluation Group (TEG), to conduct a project evaluation and provide an unbiased assessment which allows for continuous feedback and improvement. TEG has more than 25 years of experience delivering comprehensive evaluation services for school and community-based

programs with expertise in grant project evaluation including: research design, data collection, instrument construction, and data analysis and reporting. A utilization-focused, participatory approach to evaluation will be employed that provides timely program information and informed decision-making. Four key agenda items will be visited at every quarterly meeting: (1) a review of the district- and school-level logic models; (2) an assessment of progress on meeting the performance objectives; (3) a thorough analysis of implementation, as measured by the fidelity index; and (4) plans for continuous quality improvement generated from the formative feedback.

(7) Other District-Level Staff Support: Our district's Chief Human Resources Officer and Human Resources Office will work in collaboration with the project director to recruit highly qualified staff. The task of budget management will be overseen by our project director with support from our Chief of Budget Services to ensure the proper and efficient fiscal administration of this project. We will ensure participation in our magnet schools by providing for transportation through our Office of Student Transportation. Our project director will work with the Transportation Director to deliver bus services to magnet students utilizing federal and local district funding.

► **Project Objectives, Milestones, and Responsibilities**: With a project start date of October 2017, Table 27 summarizes the *Leadership Richland One* management plan which includes key responsibilities, timelines, and milestones for accomplishing project tasks which are organized according to four categories: planning, management, and evaluation; recruitment and selection; magnet theme rollout; and professional development.

Table 27. Leadership Richland One Management Plan

Milestone	Timeline	Responsibility
<i>Planning, Management, and Evaluation Activities</i>		
Convene Management Team meetings to monitor project progress and develop a sustainability plan	Begin 10/17, monthly	Superintendent, Project Director
Confirm partner commitments	Y1: Begin 10/17, ongoing	Project Director
Convene district Leadership Development Team to monitor implementation of leadership theme across four target schools	Y1: Begin 10/17, monthly Y2-5: Begin 9/18, quarterly	Project Director
Convene school-level Magnet Advisory Council to monitor progress and ensure alignment to academics and instruction	Begin 10/17, monthly	Principal, Lead Teacher
Convene Career Academy Committees: Hospitality and Tourism, Government, Entrepreneurship, and Engineering	Y1-2: Begin 10/17, monthly Y3-5: Begin 9/19, quarterly	Director of Career/Technology Education, Principal
Create a spending plan based on the proposed budget; record, review, and report expenses following Federal guidelines	Begin 10/17, monthly	Project Director, Chief of Budget Services
Purchase technology, furniture, and instructional supplies for classroom curricular instruction	Y1: 10/17, 6/18 Y2-5: 6/19, annually	Project Director, Lead Teachers

Post job openings, hire, and orient new project staff	Y1: 10/17-12/17, 3/18-5/18 Y2-5: 3/19-5/19, annually	Project Director, Chief Human Resources Officer
Submit Annual Performance Report to district and MSAP Program Office	9/18, annually	Project Director, External Evaluator
Revisit evaluation plan and set up data collection and observation schedule	Y1: 10/17-11/17, 8/18-9/18 Y2-5: 8/19-9/18, annually	External Evaluator, Project Director
Implement Attendance and Event Tracking tools	Begin 11/17, quarterly	External Evaluator
Provide Snapshot Reports	12/17, annually	External Evaluator
Compile fidelity data	Begin 1/18, monthly	External Evaluator
Develop PBL rubric and conduct teacher observations	3/18, 6/18, 9/18, annually	External Evaluator
Develop PBL report	10/18, annually	External Evaluator
Administer Teacher Self Efficacy Scale, Faculty Survey, and Perceptions in Participation Scale	10/18, 4/18, annually	External Evaluator
Administer Student and Parent Surveys	10/18, 4/18, annually	External Evaluator
Collect student achievement and graduation data	9/18, annually	External Evaluator

Conduct rigorous QED Longitudinal Impact Study and provide report to district and MSAP	9/22	External Evaluator
<i>Recruitment and Selection Activities</i>		
Develop new marketing plan for magnet programs to include print ads, billboards, magnet webpage, and school branding	11/17-1/18	Marketing Coordinator, Project Director
Develop new parent engagement plan for magnet programs	11/17-2/18	Marketing Coordinator
Revise current magnet school recruitment and selection plan to include race-neutral approaches	12/17-2/18	Management Team, Project Director
Implement recruitment and selection plan to include race-neutral approaches	Begin 6/18, annually	Project Director, Magnet School Advisory Councils
Plan and host magnet school awareness week to bring awareness of magnet offerings	2/18-3/18, annually	Project Director, Marketing Coordinator
Launch new <i>Leadership Richland One</i> website	1/18	Marketing Coordinator
Launch family engagement activities with free workshops, cultural events, etc.	1/18	Principals, Magnet School Advisory Councils

Conduct town hall meetings and parent information sessions; launch marketing to inform community about magnet options	1/18, annually	Marketing Coordinator, Project Director, Principals
Begin magnet registration process; distribute, receive, and approve applications	1/18, annually	Project Director, Magnet School Advisory Councils
Select students for magnet program via lottery process	2/18, annually	Project Director, Magnet School Advisory Councils
Notify parents and students of selection results	3/18, annually	Project Director, Principals
<i>Magnet Theme Rollout Activities</i>		
Engage in extensive planning to implement leadership model and project-based learning at four target schools	10/17-5/18	District Leadership Team, Project Director, Principal
Engage in extensive planning to implement career development model at Bradley Elementary, Sanders Middle, and Keenan High	10/17-5/18	Career Academy Committees, Project Director, Principal, Magnet Advisory Councils
Add grade 1 Spanish (32 students) and Mandarin (32 students) and another kindergarten Spanish (16 students) at Carver-Lyon	8/17	Principal, Lead Teacher
Conduct parent and student feedback survey	1/18, annually; 6/18, annually	Marketing Coordinator

Continue planning for four career academies at Keenan	Begin 8/18, monthly	Career Academy Committees
Begin whole-school leadership component at four target schools for all students: Carver-Lyon (356 students), Bradley (384 students), Sanders (453 students), and Keenan (686 students)	8/18	Principal, Lead Teacher
Add grade 2 Spanish (32 students) and Mandarin (32 students) and begin related arts for Spanish and Mandarin at Carver-Lyon	8/18	Principal, Lead Teacher
Begin career development for grades K-5 (180 students) at Bradley and grades 6-8 at Sanders (180 students)	8/18	Principal, Lead Teacher
Add grade 3 Spanish (32 students) and Mandarin (32 students) and add kindergarten French (32 students) at Carver-Lyon	8/19	Principal, Lead Teacher
Begin career development for grade 9 at Keenan (120 students)	8/19	Principal, Lead Teachers
Assess progress for each school towards meeting The Leader in Me Lighthouse status	5/20	Leadership Team, Magnet Advisory Council
Add grade 4 Spanish (32 students) and Mandarin (32 students) and grade 1 French (32 students)	8/20	Principal, Lead Teacher
Add grade 10 for career development at Keenan (120 students)	8/20	Principal, Lead Teacher

Add grade 5 Spanish (32 students) and Mandarin (32 students) and grade 2 French (32 students) at Carver-Lyon	8/21	Principal, Lead Teacher
Add grade 11 for career development at Keenan (120 students)	8/21	Principal, Lead Teacher
<i>Professional Development Activities</i>		
Develop professional development plan to support professional learning and training of at least 50 hours annually per staff	11/17, 6/18, 6/19, 6/20, 6/21	Project Director, Lead Teachers
Schedule site visits to model programs	11/17, biannually	Project Director
Coordinate on- and off-site trainings	Begin 11/17, monthly	Project Director
Conduct thematic unit writing days seven times per year	Begin 1/18	Lead Teachers
Conduct curricular conversations	Begin 1/18, weekly	Lead Teachers
Offer videoconferencing with experts	Begin 2/18, quarterly	Project Director
Provide online professional learning activities	Begin 3/18, monthly	Project Director
Participate in annual summer institutes	6/18, 6/19, 6/20, 6/21	Magnet staff and teachers
Provide academic year support via coaching	Begin 9/18, weekly	Lead Teachers, Consultants

(2) A diversity of perspectives are brought to bear in the operation of the proposed project.

Our external evaluators, The Evaluation Group (TEG), will serve as a comprehensive mechanism to ensure that a diversity of perspectives is incorporated in the operation of *Leadership Richland One*. TEG will receive and provide ongoing feedback to key informants and decision-makers by monitoring progress, identifying program adjustments, and providing information on accountability. TEG is participatory because their philosophy is that “evaluation is something we do *with* our clients—not *to* them.” With TEG as a guide, the following outlines the diversity of perspectives we will use to shape and inform project operations.

► **Parents and Students:** We will encourage parental decision-making, involvement, and feedback on the operation of our magnet schools through several avenues. (1) Our project director, in collaboration with the district’s new marketing coordinator, will create a Parent Engagement Plan that uses electronic and traditional engagement tools to share and receive feedback on the services and outcomes of our magnet programs with parents regularly. As we learned from our Montessori programs and language immersion pilot, we will continue successful strategies such as periodic check-in parent surveys once students begin the magnet to obtain feedback regarding their experience. (2) Parents and middle and high school students will have the opportunity to share their perspectives through participation on the school’s Magnet Advisory Council. Further, Keenan High students will also have at least one representative on the Career Academy Committee that matches with their pathway. (3) To extend learning from the classroom to home, we will encourage parents to invest in their child’s learning experience through free courses, monthly workshops, events, and activities that are related to the magnet theme and equip families with new or additional skills, knowledge, and resources. For example, at the global leadership and language immersion magnet, we will partner with community organizations to offer an array of

resources that encourage global awareness such as Spanish, Mandarin, and French classes; leadership development through The 7 Habits; mock courses; and cultural family events.

► **District- and School-Level Staff:** Highlighted in detail in *Appendix I: Letters of Support and in Section B-2*, we have a variety of dedicated and ongoing support and involvement from key stakeholders including the school board, superintendent, district office staff, principals, and teachers that will bring a diversity of perspectives to our operations. Mechanisms to achieve a diversity of perspectives include participation on the Management Team, district Leadership Development Team, Magnet School Advisory Councils, and Career Academy Committees.

► **Community Partners:** As previously highlighted in *Section B-2*, we have several community partners that will support project activities and bring perspective to project operations from a variety of views. These perspectives include the business community, government organizations, universities, and model magnet schools such as the USC School of Medicine; Columbia Chamber of Commerce; City of Columbia, Office of the Mayor, IT-oLogy, and Challenger Learning Center.

D. QUALITY OF PERSONNEL

(1) Qualifications of the personnel the applicant plans to use on the project.

(a) The project director is qualified to manage the project.

► **Project Director (1.0 FTE):** Our MSAP project director, Dr. Eunice Williams, is currently the principal at Brockman Elementary, our whole-school Montessori magnet program, and has served on the district planning team for our middle school Montessori program. With expertise in successful magnet school implementation, curriculum development, professional development, and a history of teaching diverse student populations, Dr. Williams is best qualified to manage *Leadership Richland One* as noted through the following: (1) Key Qualifications and Experiences: As principal of a magnet school since 2013, she has overseen the school's student selection and

recruitment processes and provided supervision over teachers, staff, evaluations, facilities, and school functions. She also aids district magnet planning for curricula, professional development, and facilities, which has entailed visioning for the pilot of language immersion at Carver-Lyon Elementary and other choice options for the district, including those proposed through our MSAP project. Prior to joining Richland One, Dr. Williams was an instructional coach and assistant principal for three years, supporting and providing analysis to district instructional and federal Title I programs before eventually serving as an elementary school principal for five years. Her experience with Montessori education started in 2000, when she was employed as the educational director for infant/toddler through middle schools at The Montessori School of Anderson. There she contributed to designing the scope and sequence of the school's curricula; provided supervision, evaluation, and training for all faculty; and developed the school's parent/community education strategy. From 1996-98, she served as the project director for a five-year grant focusing on the needs of at-risk, African-American youth at Clemson University's Department of Educational Foundations and Special Education. Her twelve-year career at Clemson University also included curriculum development, strategic planning, program development, instruction, and course assessment for elementary and special education majors. Prior to working at Clemson, she earned a Bachelor of Arts in Elementary Education, a Master of Education in K-12 Administration and Supervision (with Principalship Certification), a Doctor of Philosophy in Educational Leadership and K-12 Administration, and a Superintendent Certification. From 2005-12, she participated in several fellowships related to educational policy, community development, professional learning, and executive leadership. In her 33 years of education experience, Dr. Williams has received a number of honors such as the Presidential Award for Excellence in Science Teaching nomination, numerous Alumni Master Teacher Award nominations, the SC

Tennebaum Award for Contributions to the Professional Learning Community, and the Bronze Award two years in a row from the Alliance for a Healthier Generation for Healthy Schools Initiative. (2) Project Director Responsibilities: Dr. Williams will manage and assume primary responsibility for successful implementation of *Leadership Richland One* as outlined in Table 28.

Table 28. Project Director Responsibilities	
Area of Responsibility	Key Responsibilities
Project Leadership	Provide overall direction and guidance to project staff. Ensure grant funded personnel's time are spent on activities outlined in the proposal. Convene, as appropriate, and attend meetings for the Management Team, district Leadership Development Team, Magnet Advisory Councils, and Career Academy Committees.
Fiscal Management	Manage all fiscal and budget aspects of the project. Secure project records. File necessary reports with the US Department of Education. Ensure project funds are spent appropriately.
Program Implementation	Assist principals with school-level MSAP project implementation. Ensure project activities are implemented effectively and on time. Work with external evaluators to collect and analyze data.
Professional Development	Plan and coordinate professional development opportunities for project staff. Collaborate with partners to ensure adequate teacher training and certification.

Recruitment and Selection	Monitor project activities to ensure they are continually focused on promoting desegregation. Direct the recruitment, marketing, application, and student selection process. Develop communication plans to inform parents, stakeholders, and community at large about program strategies, challenges, and results.
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(b) Other key personnel are qualified to manage the project.

► **Management Team:** The MSAP Management Team will meet monthly to monitor program and strategy implementation to maximize the quality of service provision across the district. Representatives from Richland One’s district office and magnet schools will serve on the team, dedicating 0.1 FTE each to the implementation, expansion, and revision of new and existing magnet programs. The time contributions of the team will be supported by local funds. Key qualifications are provided in Table 29, while full resumes are provided in *Appendix H*.

Table 29. Management Team Key Qualifications
Dr. Craig Witherspoon, <i>Superintendent</i>
With over 28 years of experience, Dr. Witherspoon provides district leadership to more than 24,000 students in grades PreK-12 at 52 Richland One schools and centers. Prior to joining the district in 2015, he was the Superintendent of Birmingham City Schools in Alabama and Edgecombe County Public Schools in North Carolina. His other professional experiences include being a music teacher, middle and high school principal, and instructional improvement officer, working in a variety of urban, suburban, and rural settings. In his previous districts, his successes include doubling the number of Advanced Placement test takers and implementing

International Baccalaureate programming. He also increased the number of PreK classrooms by 40% and was instrumental in the implementation of data-driven systems and processes that improved effectiveness and efficiencies, including zero-based budgeting methodologies, work to complete a \$400 million capital program, and \$22 million in technology upgrades. Education: Doctor of Education and Education Specialist degrees in Educational Administration; Master of Science, Education; Bachelor Arts, Music Education.

Dr. Quantina Haggwood, *Executive Director of Teaching and Learning*

Dr. Haggwood has 18 years of teaching experience, in which she has served as an elementary school principal and middle school assistant principal and teacher. In her current role, she directs and oversees education and teaching programs, hiring and placement of district staff, curriculum development, and faculty performance. In her previous role as Director of Early Childhood Education, she oversaw the department responsible for grades PreK-2 and provided curriculum development for all content areas, professional development coordination, compliance with early childhood statewide assessments, PreK-K early intervention services, and on-site support for teachers and administrators. Education: Doctor of Philosophy, Educational Administration; Master of Education and Educational Specialist degrees in Educational Administration; Bachelor of Science, Elementary Education.

Dr. MiUndrae Prince, *Executive Director of Schools*

Dr. Prince is a proven leader with over 20 years of experience in developing innovative programs, processes, and procedures designed to improve the teaching and learning environment at a variety of institutions. He is skillful in supporting instructional goals as well as developing, implementing, monitoring, and optimizing curriculum to comply with local,

state, national, and international performance standards. During his tenure at the Education Authority of Michigan, he oversaw personnel policies, processes, and employment agreements as well as counseled building principals and staff on matters of discipline, hiring, promotion, equity, leaves of absence, policies, relevant laws, and contracts. In his current role, Dr. Prince is responsible for assisting the Superintendent in improving the operation of schools and quality of education as well as supporting with the administration, instruction, and advocacy related to 12 assigned schools. Education: Doctor of Philosophy, Educational Leadership, and Policy Analysis; Doctor of Philosophy, Master of Education, and Education Specialist degrees in Educational Administration; Bachelor of Arts, English Education, minor in Spanish.

Dr. Jennifer Coleman, *Director of Accountability, Assessment, Research, and Evaluation*

Dr. Coleman has 20 years of expertise in the management, research, data collection, analysis, monitoring, and evaluation of federal, state, and corporate education programs. This includes serving as the lead evaluator for multi-million-dollar, federally funded grants involving interviews, survey development, focus groups, test administration, and writing federal reports. In her current role, Dr. Coleman is responsible for the oversight and completion of state and federal accountability measures, managing the districtwide data system, conducting district program and departmental evaluations, and overseeing federal, state, and local assessments. Education: Doctorate of Philosophy, Educational Psychology, and Research; Master of Arts, Educational Psychology, Applied Cognition and Development; Bachelor of Arts, Psychology.

Dr. Johnny Murdaugh, *Director of Career and Technology Education*

Dr. Murdaugh has over 24 years of experience in which he has served as a teacher, assistant principal, principal, and curriculum coordinator. He is the recipient of several honors including

SC Outstanding Career and Technical Educator, SC Career and Technology Director of the Year, SC Honorary State FAA Degree, and Governor’s Carolina Careers Awards as Education Champion of the Year. In his current role, he is responsible for implementing instructional programs for career and technical programs and courses districtwide, planning and conducting staff development, and reviewing data to improve the quality of instruction. He is also responsible for managing major funding sources which include Perkins, EIA, and Work-Based Learning. Education: Doctorate of Education, Education Administration; Master of Music, Music Performance African American Music; Bachelor of Arts, Music Performance.

Ms. Kiosha Boyles, *Marketing Coordinator*

Ms. Boyles has over 10 years of experience in creating and implementing high impact and cost-effective integrated marketing communications in higher education, nonprofit, and government sectors. She is skilled in collaborating with creative teams including directors, graphic designers, and web developers in both print and online mediums. She is cultivated in marketing strategy, product launches, event marketing, brand management, and advertising. In her current role, Ms. Boyles supports our magnet programs by creating integrated marketing and parent engagement plans to serve as a roadmap to recruit students from different social, economic, ethnic, and racial backgrounds; developing a branding strategy; and collecting data on the number of inquiries magnets receive as well as the number of outreach activities and points of contact for students and families. Education: Master of Mass Communication; Bachelor of Arts, English.

Dr. Teresa Turner, *Principal, Carver-Lyon Elementary*

Dr. Turner has 18 years of teaching experience as an elementary magnet school teacher, assistant principal, principal, and program manager. She directed the International

Baccalaureate Program in Charleston, SC as the principal for three years at the Memminger School of Global Studies. She also served as the Interim Director of Elementary Education and Staff Development and assistant principal at Chapel-Hill-Carrboro City Schools, where she gained significant insights into their dual language program. As the principal at Carver-Lyon Elementary, she oversees the school's student, parent, and community linkages and provides supervision over staff, evaluations, facilities management, and management of school functions including language immersion. Education: Doctor of Education, Educational Leadership; Master of Arts in Teaching, Elementary Education; Bachelor of Arts, Political Science.

Ms. Keiza Myers, *Principal, Bradley Elementary*

Ms. Myers has over 20 years of experience as educator serving as an elementary teacher, curriculum resource teacher, assistant principal, and principal with experience in leading professional learning communities, developing budget and financial reports, and observing and evaluating instructional programs. As the principal at Bradley Elementary, she oversees the school's student, parent, and community linkages and provides supervision over teachers, staff, evaluations, facilities, and school functions. Education: Ed.S., Educational Leadership; Master of Arts in Teaching, Elementary Education; Bachelor of Arts, Political Science.

Ms. Andrenna Smith, *Principal, Sanders Middle*

Ms. Smith has over 30 years of experience as a teacher, adult education rural director, adjunct English professor, assistant principal, and principal. She also has experience planning and implementing a middle school level Montessori magnet. As the principal at Sanders Middle, she oversees the school's student, parent, and community linkages and provides supervision over teachers, staff, evaluations, facilities, and school functions. Her experience includes fostering

the success of students through shared vision, instructional leadership, effective management, positive school climate, school and community relations, and on-going professional development. Education: M.Ed., Educational Administration; Master of Arts in Teaching, English; Bachelor of Science, Political Science.

Alvin Pressley, *Principal, Keenan High*

Mr. Pressley has nearly 20 years of experience as an educator serving as a teacher, assistant principal, and principal. As a leader with proven educational and instructional leadership abilities, he has increased student achievement each year as an instructional leader of two secondary schools for eight consecutive years. As the principal at Keenan High, he oversees the school's student, parent, and community linkages and provides supervision over teachers, staff, evaluations, facilities management, and management of school functions. He is responsible for the successful implementation of Project REAL, among the first of its kind in SC providing advanced college level training in engineering and technology; Keenan becoming a National STEM Certified School; and cross training for Project Lead The Way courses. Education: Educational Specialist Degree, Educational Administration; Master of Education, Educational Administration; Bachelor of Science, Chemistry.

► **External Evaluators:** Richland One will contract with The Evaluation Group (TEG), an independent, third-party provider, to design, conduct, and disseminate a high-quality project evaluation. TEG has over 25 years of experience evaluating large federal, state, and foundation grant programs, and has provided evaluation services to more than 200 K-12 school districts, universities, nonprofits, and foundations across the southeastern United States. Employing a highly skilled team in all facets of evaluation, each evaluator has demonstrated expertise in grant

project evaluation including: research design, data collection, instrument construction, data analysis, and reporting. The evaluators who will provide services for *Leadership Richland One* include: (1) Dr. Melissa Page: Past evaluation experiences include teacher professional development and new teacher induction support, engaging youth in STEM activities, and partnerships of teachers and graduate students in K-12 classrooms. Her evaluation skills include survey development, conducting focus groups or interviews, classroom observations, analyzing qualitative feedback, and reviewing and analyzing archived or administrative records, student artifacts, or other project-specific measures. Dr. Page graduated from the University of Arizona with a Master of Public Health degree. She earned her Doctor of Philosophy degree from the University of Arizona in Family Studies and Human Development with an Applied Program Planning and Evaluation minor. (2) Dr. Karyl Askew: She holds doctoral and master's degrees in Education with specializations in Educational Psychology, Measurement, and Program Evaluation from the University of North Carolina at Chapel Hill as well as a Bachelor of Science degree in Aerospace Engineering from the University of Michigan. Her experience includes researching and evaluating science education programs and college-access initiatives with diverse populations which has provided her with expertise in programs involving after-school and out-of-school extracurricular activities, museum education, adult-youth mentoring, adolescent career development, science achievement, and achievement motivation. She has also delivered presentations related to the longitudinal impacts of summer experiences on student intent to pursue STEM degrees and has published work on collaborative and culturally responsive evaluation approaches. The full resumes of our independent evaluators are provided in *Appendix H*.

(c) Teachers are qualified to implement the special curriculum of the magnet schools.

► **Professional Development:** Ensuring that teachers are able to provide effective instruction in

their respective magnet schools, we will provide training and professional development to continuously improve the proficiency of teachers to align with our district-wide professional development standards. Our plan amalgamates a variety of services with sufficient intensity and duration that will lead to continual improvements in practice resulting in improved student achievement. Staff from all four magnet schools will engage in professional learning and training that supports magnet themes at least 50 hours annually. Professional development will range from program-wide to individual trainings, based on grade-level and staff needs.

► **Highly Qualified Teachers:** In alignment with the MSAP *Program Assurances*, Richland One will employ highly qualified teachers in the magnet schools' courses of instruction. Our district requirements for Highly Qualified status necessitate that teachers: (1) have earned a bachelor's degree; (2) possess a current, acceptable Educator Certificate issued by the South Carolina State Department of Education; and (3) show evidence of content competency. Our district provides the following support for teachers who are currently completing requirements for Highly Qualified status: (1) teacher examination preparation sessions scheduled periodically by the Office of Professional Development; (2) teacher examination preparation workbooks for check-out at the Waverly Annex Professional Library; (3) a highly qualified teacher mentor to provide information and to answer questions; and (4) reimbursement of the Praxis to teachers who take and pass the Praxis teacher examination to become Highly Qualified. Our project director, in collaboration with our Human Resources Department, will strategically recruit highly qualified staff members for all areas of the MSAP project. Job descriptions for our magnet teachers are provided in *Appendix H*. Richland One does not discriminate based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of district employees or other personnel for whom the district has any administrative responsibility.

► **Language Immersion Staff:** Recruited candidates will demonstrate confidence in English, since English is the primary means of communication with parents and the rest of the schools' English-speaking staff. Human Resources will utilize websites such as the American Council in Immersion Education to post available positions internationally. To be considered, candidates must: (1) teach in the language immersion program for five years; (2) attend summer professional development and training sessions; (3) show high levels of bilingual proficiency and biliteracy; (4) demonstrate knowledge of in-country educational practices and socio-cultural priorities as well as immersion education, second language, and literacy acquisition; (5) have the ability to integrate and balance language and content learning agendas and teach linguistically and culturally diverse students; and (6) engage in a writing project and a brief demonstration lesson during the interview process. By using teachers that are bilingual in Mandarin Chinese, Spanish, or French and English, students will be exposed to a much richer palette of language and a more sophisticated range of concepts than they would be in traditional foreign language programs. (1) Language Immersion Lead Teacher (Years 1-5, 1 at 1.0 FTE): Provided by local funds, Ms. Della Thigpen, the lead teacher at Carver-Lyon Elementary, will serve as a resource by collaborating with educators to implement our global leadership/language immersion plan. She holds a Master of Education in Curriculum and Instruction with a concentration in International Education and the International Baccalaureate Primary Years Program as well as a Bachelor of Fine Arts in Art Education. With over 10 years of experience as a teacher and lead teacher, Ms. Thigpen has served as an English teacher at the Shanghai High School International Division in China in which she collaborated with English and Chinese lead teachers, administration, and parents on curriculum and assessment development for teaching English Language Learners and managed an international student body by developing long range and daily lessons in English, assessments and data, and behavior

management. She has also served as the English lead teacher at the Washington Yu Ying Public Charter School in which she implemented school curriculum and units of study within DC Teaching and Learning Standards, Common Core Standards, and International Baccalaureate Organization's PYP framework. She collaborated with English and Chinese lead teachers on curriculum and assessment development, serving as a mentor teacher. Key responsibilities as the language immersion lead teacher are: serving on the school's Magnet Advisory Council; collaborating with language immersion teachers to implement effective instructional strategies and serve as the school staff development coordinator; monitoring the fidelity of the implementation by working with district instructional coaches to ensure alignment to the state's content standards and the Guiding Principles for Dual Language Education; coordinating a system of distribution for curriculum resource materials, assisting teachers with the diagnosis of students who exhibit special needs; and interpreting test data for strengthening the instructional program.

(3) Language Immersion Teachers (Year 1: 2.0 FTE; Year 2: 4.0 FTE; Year 3: 8.0 FTE; Year 4: 12.0 FTE; Year 5: 16.0 FTE): At Carver-Lyon Elementary, teachers will be tasked with planning and preparing lesson plans and related activities; collaborating in the development, articulation, implementation, and stewardship of the partner language and culture; integrating leadership and global awareness into learning activities; and using context clues, manipulatives, visuals, and student-centered instruction to facilitate comprehension in the partner language. For this reason, it will be vital for teachers to understand the core purposes of the global leadership/language immersion program and research behind the program's effectiveness as well as provide instruction effectively and proficiently in the partner language and English. Teachers will assess student progress in a formative manner in oral and written language development, literacy, and numeracy and provide regular progress reports. They will also maintain positive relationships with students

and parents who are culturally, racially, and linguistically diverse by scheduling and conducting parent-teacher conferences, facilitating parent education workshops, and conducting home visits as necessary. Key qualifications include: a bachelor's degree in elementary education, or an equivalent combination of education, training, and experience that provides the required knowledge, skills, and abilities; fluency in Spanish, Mandarin Chinese, or French (both written and spoken); high levels of bilingual proficiency and bi-literacy; and experience teaching children utilizing a language immersion model and curriculum preferred. (4) Language Immersion Instructional Assistants (Year 1: 1.0 FTE; Year 2: 2.0 FTE; Year 3: 5.0 FTE; Year 4: 8.0 FTE; Year 5: 11.0 FTE): Instructional assistants will assist teachers in directing the activities of students to provide a well-organized, smoothly functioning classroom environment. Instructional assistants will be tasked with listening to individuals and small groups in reading exercises, participating in free play time, and assisting with basic health needs such as escorting students to the restroom. This position will also assist with translating to parents and students, maintaining student records and files, and preparing and submitting various records and reports. Positions will require a minimum of 60 college hours from an accredited college or university, supplemented by a minimum of two years of consistent training and experience working with children in an education-oriented institution. (5) Language Interventionists (Years 1-2: 2.0 FTE; Years 3-5: 3.0 FTE): Speaking both English and the second language, language interventionists will provide support to students one-on-one or in small groups who are struggling with language proficiency or who start the language immersion program after kindergarten and are new to the second language. This position will also support administration of state and local assessments to measure progress towards academic and language acquisition goals and diagnose student learning difficulties. Key qualifications include: a bachelor's degree in elementary education, or an

equivalent combination of education, training, and experience that provides the required knowledge, skills, and abilities; fluency in Spanish, Mandarin Chinese, or French (both written and spoken); high levels of bilingual proficiency and bi-literacy; and experience teaching children utilizing a language immersion model and specialized training in literacy strategies is preferred.

► **Leadership Staff:** Leadership Lead Teachers (Years 2-5 at 3.0 FTE) – The leadership lead teachers at Bradley Elementary, Sanders Middle, and Keenan High will collaborate as a planning team to link the K-12 leadership and career development continuum. Key responsibilities as the leadership lead teacher are: serving on the school’s Magnet Advisory Council; collaborating with teachers to develop and implement effective instructional strategies and materials and serve as the school staff development coordinator; monitoring the effectiveness and fidelity of the implementation of the instructional program by working with district instructional coaches to ensure alignment to the state’s content standards; using research-based approaches, curriculum models, and course sequences to develop career pathways; coordinating a system of distribution for curriculum resource materials; assisting teachers with the diagnosis of students who exhibit special needs; and interpreting test data for strengthening the instructional program on a school, class, and individual student level. Lead teacher positions will require a bachelor's degree in elementary or secondary education supplemented by at least of three years of successful teaching experience in a career development or leadership model and curriculum.

(2) Experience and training in fields related to the objectives of the project.

Qualifications of key personnel to manage the project, including experience in fields related to our MSAP project, have been documented in detail above and through full resumes in *Appendix H*. In addition, all key personnel will be provided with ongoing training from expert consultants related

to curriculum development for our magnet themes, desegregation strategies, socioeconomic diversity, and recruitment and selection processes. Table 30 summarizes these qualifications.

Table 30. Experience Related to Objectives of Project	
Key Personnel	Experience
Dr. Eunice Williams Project Director	Implementation of whole-school magnet program with responsibilities of curriculum development and desegregation strategies with a history of teaching diverse populations; supervised student selection and recruitment processes; served on district magnet planning for curricula, professional training, and development of magnet themes
Dr. Johnny Murdaugh Director of Career and Technology Education	Implementation of instructional programs for career and technical programs and courses district-wide, planning and conducting staff development, and reviewing data to improve the quality of instruction; linked to a variety of career development organizations such as SC State Department of Education’s Career and Technology Education Advisory Board, Education and Business Summit Planning Committee, Association of Career and Technical Education, and Association of Career and Technical Education
Dr. Teresa Turner Principal, Carver-Lyon Elementary	Implementation of magnet themed programs related to language immersion including an International Baccalaureate Program, the Memminger School of Global Studies, and 2016-17 language

	immersion pilot at Carver-Lyon; designed long-term desegregation strategies to support the pilot
Andrenna Smith Principal, Sanders Middle	Implementation of middle school level magnet and designed long-term desegregation strategies to support the pilot
Alvin Pressley Principal, Keenan High	Implementation of Project REAL which is among the first of its kind in SC, providing advanced college level training in engineering and technology as well as Keenan becoming a National STEM Certified School and cross training for PLTW courses
Della Thigpen Lead Teacher, Carver-Lyon Elementary	Served as an English teacher in dual-language international and national programs; earned a Master of Education in Curriculum and Instruction with a concentration in International Education and the International Baccalaureate Primary Years Program; acted as lead teacher for Carver-Lyon language immersion pilot which included significant curriculum development responsibilities

E. QUALITY OF PROJECT EVALUATION

(1) Extent to which the methods of evaluation will produce evidence of promise.

A strong evaluation is guided by asking quality questions that focus on formative and summative outcomes (Patton, 2008). The overarching questions for our MSAP project, *Leadership Richland One*, are: (1) To what extent is the MSAP project reaching its intended participants (Obj. 3.1 – 3.6, 3.8, 3.9); (2) What effect does the MSAP project have on student academic achievement performance (Obj. 2.1, 2.2); (3) What effect does the MSAP project have on teacher content and pedagogy (Obj. 3.7, 4.1 – 4.6); and (4) What effect does the MSAP project have on reducing

minority group isolation (Obj. 1.1, 1.2, 1.3)? *Leadership Richland One* will employ a rigorous longitudinal quasi-experimental design with individual-level comparisons to assess the effectiveness of our innovative project model with leadership magnet students. Our evaluation is designed meet *What Works Clearinghouse* evidence standards with reservations. Annually, we will compare student achievement outcomes for a sample size of 644 students in our four target schools with student achievement outcomes from 644 students in non-target schools in the district who are statistically matched at baseline. We will assess the treatment and comparison groups for differences in achievement outcomes on measures of standardized math and ELA academic achievement. We anticipate little to no challenges around recruiting as evidenced by feedback received regarding the implementation of our other magnet programs and interest in the new magnet programs. Additionally, attrition is equally of little concern, since it has not been a problem historically. We will use 1:1 propensity score nearest neighbor matches without replacement to match students using the following key variables: ethnicity, gender, grade, and average scaled score on reading and math state standardized assessments (Harris & Horst, 2016). Student level matching will help establish baseline equivalence by statistically controlling for key variables such as grade, gender, ethnicity, free and reduced lunch, and student achievement. The large pool of comparison students within the district increases the likelihood of constructing a valid, well-matched comparison group. We will use hierarchical linear modeling (HLM) to account for clustering as well as time. The Benjamini-Hochberg correction (Thissen, Steinburg, & Kuang, 2002) will be used to adjust when making multiple comparisons; and multiple imputation and dummy variable adjustment will be used to address missing outcome and covariate data, respectively (Puma, Olsen, Bell, & Price, 2009). Our multi-level model will allow us to obtain intraclass correlations and account for differences in variation across schools, individuals, and

time. By parsing out school and individual changes over time our model will statistically control for the innately nested nature of our project. Study design parameters are outlined in Table 31.

Table 31. Study Design Parameters		
Study	Study 1: QED Academic Achievement	Study 2: QED Minority Isolation
Program Year	Years 3-5	Years 3-5
School Level	Elementary-High	Elementary-High
Unit of Analysis Level 1	Student	Student
Unit of Analysis Level 2	School	School
Sample Size	644 students	644 students
Baseline Equivalence	Established through Propensity Score Matching (PSM), nearest neighbor	Established through Propensity Score Matching (PSM), nearest neighbor
Primary Outcome	Reading and math achievement scores	% Minority Enrollment
PSM Variables	Gender, ethnicity, grade, and baseline reading and math scores	Gender, ethnicity, grade, and baseline reading and math scores
Statistical Analysis	Two-Level HLM	Two-Level HLM
Recruitment	Little to No Challenge	Little to No Challenge
Attrition	Little to None Anticipated	Little to None Anticipated

To complement the impact study, we will use a mixed-methods approach that combines qualitative and quantitative techniques allowing the project to triangulate multiple sources of data thereby

significantly enhancing the validity of the evaluation. The sources of quantitative data used to assess the objectives below include: math and ELA state assessments; student and teacher surveys with career exploration, exposure, and preparation focus; teacher self-efficacy scale (TSES); Fidelity Implementation Index scores; Project-based Learning (PBL) Rubric; and district and school administrative data. We will analyze quantitative data using descriptive statistics (means, standard deviations, frequencies, and percentages) and parametric and non-parametric inferential statistics (chi square, t-tests, ANOVA); effect sizes will be computed between the two groups and broken out by subgroup, to include English learners and students with disabilities. The sources of qualitative data used to assess the implementation fidelity of the project and other objectives below include: key stakeholder interviews, open-ended survey questions, observations, and professional development logs. Our logic model (*Appendix G*) illustrates our ***Evidence of Promise, tying implementation to outcomes***, and provides an overview of the performance feedback loop that will supply our continuous improvement cycle and take place as a result of the evaluation. It provides a sound theoretical foundation from which to conduct the program evaluation, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, activities, outputs, and the extent to which activities have targeted the intended audience (Kellogg Foundation, 2004). To avoid program drift, we will revisit the logic model with stakeholders semi-annually to assess fidelity between *Leadership Richland One* in theory and the project in action. Ensuring program activities are planned and implemented with a sufficient level of frequency, intensity, and duration to produce the desired outcomes is central to most accurately assessing program impact of *Leadership Richland One*. Through our continuous performance feedback loop, we will collect, analyze, and disseminate data to project personnel and US ED regularly to ensure timely and informed decisions about implementation are made throughout the life cycle of the

project. We will collaborate with key program staff on development of a comprehensive Fidelity Index as degree or level of implementation directly affects the intended outcome of the program (Century, Rudnick, & Freeman, 2010). The extent to which the program can monitor its degree of implementation and the fidelity of that implementation to the program theory will inform its continuous improvement. A fidelity index can serve as a composite measure of the degree of implementation, offering a lens for pinpointing strengths and weaknesses both in program delivery and in program theory. Identification of key program elements will comprise the foundation of our fidelity index. Documentation of program element outputs, such as teacher application of PBL principles and resources, will both inform MSAP implementation and furnish decision makers with essential data for model replication and sustainability planning.

(2) Methods of evaluation include use of objective performance measures that are related

Our performance objectives in Table 32, below, have been written in the “SMART” format (Specific, Measurable, Attainable, Realistic, and Timed) to maximize validity and reliability and are directly aligned with our evaluation questions and the outcomes specified in our logic model.

Table 32. Leadership Richland One Goals and Objectives
<p>Implementation Fidelity: By the end of Year 1, schools will be implementing the key program components of <i>Leadership Richland One</i> with 75% fidelity or more; increasing by 5 percentage points each year in Years 2-5, or until 95% fidelity is met. Measure/Timeline: <i>Evaluator-developed fidelity index, assessed annually. Year 5 Target: 95%.</i></p>
<p>Goal 1 – Desegregation: Implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation.</p>

1.1 (GPRA) Decrease isolation of minority students at all four magnet schools by 2 percentage points by the end of Year 2, decreasing 3 percentage points each year in Years 3-5. **Measure:** District Administrative Records; **Timeline:** Analyzed and reported annually.

1.2 (GPRA) During the first year of implementation, each magnet school will develop a plan for ensuring that all classrooms are reflective of the racial, gender, and socioeconomic diversity of the school population; revisiting the plan each year in Years 2-5. **Measure:** District Administrative Records; **Timeline:** Analyzed and reported annually.

1.3 (GPRA) For each year of the project, a student applicant pool will be recruited for each MSAP magnet school that reduces minority group isolation consistent with the projected enrollment for each school. **Measure:** District Administrative Records; **Timeline:** Analyzed and reported annually.

Goal 2 – Academic Achievement: Improve academic achievement through an educationally challenging and diverse learning environment that empowers all students to achieve their potential.

2.1 (GPRA) Increase the percentage of magnet students in grades K-12 who score at or above their grade level on state ELA/reading assessments by 2 percentage points over baseline in Year 1, 3 percentage points over baseline in Year 2, and 4 percentage points over baseline in Years 3-5. **Measure:** State ELA/reading assessment; **Timeline:** Analyzed and reported annually.

2.2 (GPRA) Increase the percentage of magnet students in grades K-12 who score at or above their grade level on state math assessments by 2 percentage points over baseline in Year 1, 3 percentage points over baseline in Year 2, and 4 percentage points over baseline in Years 3-5. **Measure:** State standardized math assessment; **Timeline:** Analyzed and reported annually.

2.3 (GPRA) The percentage of eligible Keenan High magnet students graduating will increase by at least 2 percentage points per year from the Year 1 baseline, in each of Years 2-5. **Measure:** Administrative records; **Timeline:** Analyzed and reported annually.

Goal 3 – Magnet Themes: Implement evidenced-based leadership magnet programs in language immersion and career development through innovative instructional approaches and supports that amalgamate students from different backgrounds.

3.1 At least 50% of students in leadership magnets will indicate increased knowledge and practice of leadership skills in Year 1; increasing by five percentage points each year in Years 2-5. **Measure:** Evaluator developed Student Survey; **Timeline:** Analyzed and reported annually.

3.2 At least 50% of teachers in leadership magnets will indicate students’ increased knowledge and practice of leadership skills in Year 1; increasing by five percentage points each year in Years 2-5. **Measure:** Evaluator developed Teacher Survey; **Timeline:** Analyzed and reported annually.

3.3 At least 50% of students in the career awareness magnet will indicate increased knowledge of college and career options and support in Year 1; increasing by five percentage points each year in Years 2-5. **Measure:** Evaluator developed Student Career Awareness Survey; **Timeline:** Analyzed and reported annually.

3.4 At least 50% of students in the career exposure magnet will indicate increased exposure to college and career options and support in Year 1; increasing by five percentage points each year in Years 2-5. **Measure:** Evaluator developed Student Career Exposure Survey; **Timeline:** Analyzed and reported annually.

3.5 At least 50% of students in the career preparation magnet will indicate increased preparation towards college and career options and support in Year 1; increasing by five percentage points each year in Years 2-5. **Measure:** *Evaluator developed Student Career Preparation Survey;* **Timeline:** *Analyzed and reported annually.*

3.6 At least 50% of students in career magnets will participate in at least two career exploration events and activities in Year 1; increasing by five percentage points in Years 2-5. **Measure:** *Evaluator developed Career Exploration Survey;* **Timeline:** *Analyzed and reported annually.*

3.7 At least 50% of elementary, 70% of middle, and 90% of high school students will participate in at least two school-sponsored magnet-related (leadership, language, career) community activities, per year. **Measure:** *School records (e.g., field trips, competitive teams, planetarium, senior capstone experience);* **Timeline:** *Analyzed and reported annually.*

3.8 At least 75% of new curricular units in Year 2 (Year 1 baseline) will be judged to contain at least five of the following six criteria for PBL quality: 1) have a realistic problem; 2) incorporate structured group work; 3) use multi-faceted assessments; 4) link to the common core; 5) integrate across subjects; and 6) have vertical and horizontal alignment, increasing to 90% of all new units by the end of Year 3. **Measure:** *Evaluator-developed four-point scoring PBL Rubric;* **Timeline:** *Analyzed and reported annually.*

3.9 At least four parent-student collaboration events designed to increase student leadership skills will be held at the magnet schools. **Measure:** *Attendance tracking tool;* **Timeline:** *Analyzed and reported semi-annually.*

Goal 4 – Professional Development: Ensure students have access to effective educators through high-quality professional development that supports improvements in practice and

sustainable integration of magnet themes.

4.1 At least 95% of magnet teachers will participate in 50 or more hours of professional development each year, Years 1-5. **Measure:** Attendance tracking tool; **Timeline:** Analyzed and reported semi-annually.

4.2 At least 75% of magnet teachers will report increased content knowledge and pedagogy in STEM PBL in Year 1; increasing by five percentage points each year in Years 2-5, or until 95% of teachers report increased content knowledge and pedagogy. **Measure:** Teacher Self Efficacy Scale (TSES); **Timeline:** Analyzed and reported annually.

4.3 At least 75% of language immersion magnet school teachers will report increased content knowledge and pedagogy in classroom strategies in Year 1; 80% in Year 2; 85% in Years 3-5, or until 95% of teachers report increased content knowledge and pedagogy. **Measure:** Teacher Self Efficacy Scale (TSES); **Timeline:** Analyzed and reported annually.

4.4 At least 75% of magnet school teachers will report increased use of STEM PBL strategies in Year 1; 80% in Year 2; 85% in Years 3-5, or until 95% of teachers report increased use of PBL strategies. **Measure:** Evaluator-developed Teacher Survey; **Timeline:** Analyzed and reported annually.

4.5 At least 85% of teachers will report increased self-efficacy in Year 1; 90% in Year 2; 95% in Years 3-5. **Measure:** Evaluator developed Teacher Survey; **Timeline:** Analyzed and reported annually.

4.6 At least 75% of targeted teachers will demonstrate implementation of PBL strategies in the classroom in Year 1; increasing by five percentage points in Years 2-5. **Measure:** Evaluator-

*developed Student survey; **Timeline:** Administered and reported annually.*

As indicated by the program goals and objectives aligned with our logic model and identified in Table 32 above, our mixed-methods approach will employ multiple measures to document our process and benchmark our progress toward our outcome goals. Our formative and summative reporting will take place at various intervals throughout the project. Formal reporting, such as the Annual Performance Report, a comprehensive evaluation report, and fidelity index will take place annually. In addition, quarterly progress reports, survey snapshots, data infographics, and less formal, ad hoc reports will be provided throughout the year so progress may be tracked and refinements made. For *Leadership Richland One* to be developed, tested, and replicated further, we will thoroughly document and explain the structure of the project. For each key element, we will describe: (1) length, intensity, and duration of service delivery; (2) content, procedures, and activities subsumed under each key element; (3) roles, qualifications, and functions of staff responsible for service delivery; and (4) inclusionary and exclusionary characteristics defining our target population. In the likely event that the *Leadership Richland One* program design yields successful outcomes, documentation of program structure will lay the groundwork for replication. The Evaluation Group (TEG) will provide ongoing feedback to key informants and decision-makers by monitoring progress, identifying program adjustments, providing information on accountability, and encouraging positive program outcomes. To increase the evaluation's utility, TEG will strive to ensure that information gathering, data analysis, and dissemination efforts are timely, relevant, and answer the questions most important to MSAP project stakeholders. TEG is participatory because their philosophy is that “evaluation is something we do *with* our clients—not *to* them.” This approach encompasses every facet of the evaluation from inception to sustainability. Based on input from the Management Team, the evaluator will facilitate and direct

the evaluation, collaborating with the team to identify methods, design instruments, determine data collection protocols, and select reporting formats. Participation in the evaluation process will afford Richland One more ownership, increasing the likelihood that results will be used to improve the program and ultimately to achieve positive outcomes (Patton, 2011). Additionally, the increased ownership will facilitate buy-in that is essential to the sustainability of the program. TEG provides regular, ongoing communications with the project director and other key informants through a variety of mediums, including face-to-face meetings, telephone calls, and e-mails. TEG places a high priority on effectively communicating evaluation results. Timely, useful feedback is critical in helping Richland One make informed decisions that will ultimately improve their program. TEG uses a variety of formats to tailor reporting to the needs of the client, taking care to present information in a clear, concise, and comprehensive (yet understandable) format. Richland One will receive interim reports, end-of-year or final reports, survey briefs, snapshots, and in-person briefings. Additionally, real-time reporting can be set up for data collection when possible. TEG outlines suggestions and guidance during documented telephone conversations, face-to-face meetings, formal reports, and e-mails. In addition, TEG will facilitate our stakeholder group to build consensus on the critical evaluation questions, methods, instruments, data collection protocols, and reporting formats that will define the formative evaluation. Four key agenda items will be visited at every quarterly meeting: (1) a review of the logic model; (2) an assessment of progress on meeting the performance objectives; (3) a thorough analysis of implementation, as measured by the fidelity index; and (4) plans for continuous quality improvement generated from the formative feedback. Table 33 provides an overview of *Leadership Richland One's* data collection, reporting, instrumentation, and analysis.

Table 33. Data Collection, Reporting, Instrumentation, and Analysis

Demographic and Tracking Variables and Covariates: Grade; gender; ethnicity; free and reduced lunch; and student achievement; *Data Collection Schedule:* Annually; *Reporting Schedule:* Annually; *Instrumentation:* Evaluator-developed data-collection workbook available in Quarter 1, Year 1; *Analysis:* Descriptive statistics; *Person Responsible:* Project director/school personnel (collection); evaluator (analysis and reporting).

Outcome Variables—Minority Group Isolation: School enrollment by ethnicity (1.1 – 1.3); *Data Collection Schedule:* Annually; *Reporting Schedule:* Annually; *Instrumentation:* District data reports; *Analysis:* Descriptive statistics; *Person Responsible:* Project director/school personnel (collection); evaluator (analysis and reporting).

Outcome Variables – Student Achievement: EOC scores and achievement levels in math and English language arts (2.1 and 2.2); graduation rates (2.3); leadership and career awareness (3.1 – 3.6); community engagement (3.7 and 3.9); project-based learning (PBL) (3.8). *Data Collection Schedule:* Semi-annually (3.8) and annually (2.1 – 2.3, 3.1 – 3.6); *Reporting Schedule:* Semi-annually and annually; *Instrumentation:* Proficient rating on state standardized exams (math, ELA); graduation rates; student survey; teacher survey; curriculum unit documentation; field trip and guest speaker records; parent engagement data; PBL rubric. *Analysis:* Descriptive statistics; HLM; *Person Responsible:* Project director/school personnel (collection); evaluator (analysis and reporting).

Outcome Variables – Teacher Professional Development: Professional development hours (4.1-4.2); curriculum units (4.3); rubric scores (4.4); efficacy (4.5); PBL pedagogy (4.6). *Data Collection Schedule:* Semi-annually; *Reporting Schedule:* Semi-annually; *Instrumentation:* Data collected in evaluator developed data collection workbook; evaluator developed teacher survey; evaluator developed student survey *Analysis:* Descriptive statistics; *Person Responsible:* Project director/evaluator.

To monitor our efforts and avoid program drift, we will employ a logic model to provide all stakeholders with an understanding of the crucial components of our program. A clearly articulated logic model provides an organized strategy to outline, analyze, and communicate assumptions about how program activities are expected to lead to positive outcomes (Kellogg, 2004). The model provides a logical base from which to conduct the program monitoring, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, core strategies and activities, outputs, and outcomes. TEG's model has a built-in feedback loop emphasizing the provision of timely, regular, and useful feedback to stakeholders for informed decision-making relative to needed changes in program activities. We will revisit the logic model with stakeholders quarterly to assess fidelity between our MSAP program model in theory and in action. The project-level and school-level logic models are provided in *Appendix G*.

(3) Costs are reasonable in relation to the objectives, design, and significance of the project.

The cost of a comprehensive program evaluation is an investment made in both program quality and the project's participants. As the costs for an evaluation increase, there is a corresponding increase in acquirement of in-depth knowledge about the key factors that comprised a program's success. The more that is invested in an evaluation, the more in-depth and useful the information will be in determining that program's effectiveness. We anticipate that the evaluation costs will remain the same across the project years. It has been our experience with projects that, while activities in the Year 1 may differ from the activities in the following years, there are not typically fewer activities and the costs usually remain the same. **Our costs are reasonable to the objectives.** We are tracking 24 program objectives across four schools and program-wide, to include an objective designed to ensure program fidelity. Tracking fidelity requires assessing multiple indicators and analyzing them as a whole. We plan to track fidelity for each school as

well as the overall *Leadership Richland One* project. Separate fidelity snapshot reports for each school and an overall fidelity snapshot report will be provided. The additional 23 program objectives require multiple data points consisting of quantitative and qualitative data which will be triangulated for the purpose of providing a deep understanding of the program throughout the five years. The time, expertise, and technology put towards our data collection system will allow for objectives to be continuously tracked and monitored. **Our costs are reasonable to the design.** Our rigorous, longitudinal quasi-experimental design (QED) with treatment and comparison groups matched at baseline is time and labor intensive. We will track treatment and comparison student achievement data annually and match students at baseline on five covariates (ethnicity, gender, grade, free and reduced lunch, student achievement) for the purpose of our impact study. We will collect and analyze data from the four treatment schools as well as comparison data which we be matched 1:1. Again, data collection, conducting the 1:1 match, analyzing the data by school and project-wide, followed by detailed reporting justifies the costs for our evaluation. **Our costs are reasonable to potential significance of the proposed project.** As the result of implementing our rigorous study, along with tracking fidelity, we will be able to demonstrate that our program outcomes are correlated with program implementation. Moreover, our fidelity data will allow other interested parties to replicate implementation and further evaluate our program model. Designed to meet What Works Clearinghouse group design standards, our evaluation will yield an impact study that provides evidence for sustainability and replication of the *Leadership Richland One* magnet school program. The investment in this rigorous study is justified as we expect the findings to be reliable and valid. Further, our findings will contribute to establishing evidence-based best practices in the field of education. Tables 34 and 35 provide a comprehensive overview of the evaluation activities and a projected timeline of implementation.

Table 34: Year 1 Timeline of Evaluation Activities

Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Kick-off meeting with district and magnet schools	X											
Create evaluator-developed data collection workbook		X										
Identify evaluation instruments	X											
Submit IRB		X										
Conduct baseline data collection of enrollment, diversity		X										
Analyze baseline data			X									
Present baseline data snapshot to project staff			X									
Communicate with project staff	X	X	X	X	X	X	X	X	X	X	X	X
Collect professional learning attendance records			X				X					X
Curriculum unit analysis (continuous online access) and rubric scores						X			X			X
Community and parent engagement records		X			X			X				

Table 34: Year 1 Timeline of Evaluation Activities

Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Magnet school applications review						X						
Quarterly reports to project staff					X			X			X	
Site visit evaluation data collection												
Surveys (students, teachers)				X			X	X				X
Interviews					X		X					
Observations					X		X					
Site visit report						X		X				
Collect year-end administrative records									X			
Collect year-end South Carolina Education Department data												X
Submit ad-hoc report and Annual Performance Report to US ED						X						X
Present Year 1 data to project staff												X

Table 35: Years 2-5 Timeline of Evaluation Activities

Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Annual kick-off meeting with district and magnet schools	X											
Annual data collection of enrollment and diversity	X											
Analyze annual enrollment and diversity data		X										
Present baseline data snapshot to project staff		X										
Communicate with project staff	X	X	X	X	X	X	X	X	X	X	X	X
Professional learning records collection			X			X			X			X
Curriculum unit analysis (continuous online access)		X			X			X				
Community and parent engagement records		X			X			X				
Magnet school applications review						X						
Quarterly reports to project staff				X			X			X		
Site visit evaluation data collection												
Surveys (students, teachers, parents)	X						X	X				

Table 35: Years 2-5 Timeline of Evaluation Activities

Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Interviews	X			X			X					
Observations	X			X			X					
Site visit report		X			X			X				
Collect year-end administrative records									X			
Collect year-end South Carolina Education Department data												X
Submit ad-hoc report and Annual Performance Report to US ED						X						X
Present year-end data to project staff (from previous year)	X											