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Introduction: This application is from Richland School District Two (Richland Two). The district is an LEA that is eligible to receive MSAP assistance. Richland Two is the largest school district in the Midlands of South Carolina and one of the two fastest growing of the 85 school districts in the state (SC Department of Education Rankings, 2016). Richland Two is located in Richland County and covers 242 miles, with 83 square miles located on Fort Jackson property. Fort Jackson is the nation's largest and most active military training installation for the US Army. Drill sergeants train the newly inducted Army recruits at the fort. Hence, the district has a large population of 2,534 students in our district who are military-connected. Currently, Richland Two serves 28,197 pre-kindergarten-grade 12 students and employs more than 3,500 full-time people. Although Richland Two reports a 51% free or reduced lunch rate (F/R), the four targeted schools (Bridge Creek Elementary, Rice Creek Elementary, Kelly Mill Middle, and Ridge View High Schools) will form a continuum of magnet schools which are located squarely within pockets of poverty in the district. Bridge Creek has a 71.2% F/R; Rice Creek has a 60.7% F/R; Kelly Mill Middle has 60.1% F/R; and Ridge View reports a 53.2% F/R.

Richland Two has a richly diverse student population: African American (58%), White (24%), Asian (3%), Native American (0.18%) Hispanic (10%), and Other (4.82%). With sixty different languages identified within the district and a growing minority student population, diversity is as synonymous to this district as is growth. An imaginary yet highly discernible dividing line is apparent when viewing the district as a whole: The eastern region of the district continues to grow and thrive as the at-risk area becomes more depressed. Because of its geographic size with the juxtaposition of urban and rural areas, housing patterns have led to areas of segregation. In addition, there are 10,895 students, mostly of under-represented ethnic groups, living in the district who are enrolled in private schools. Past success with magnet schools and

school choice options have convinced the district that strong academic programs that are supported by research proven methods and practices can have a positive impact on both school demographics and on student achievement.

These four targeted schools have been selected to transform into compelling magnet schools because of the need to find legitimate ways to attract a more diverse student body and address specific student educational needs. The need for these programs has been established by:

- the desire to address profound educational needs of the at-risk area within the district;
- the use of community feedback to establish the magnet theme;
- the decrease of student academic achievement based on accountability reports;
- the lack of parental and community involvement at the schools;
- the isolation of African American students, compared to the district average, in these schools.

Richland School District Two defines minority group isolation as occurring when specific ethnic groups at individual schools are higher than the district average.

The science, technology, engineering, arts, math, and medical (STEAMM) team comprised of district office staff, school principals, their administrative team, teachers, and parents reviewed many types of theme-based magnet schools. An electronic survey was sent out to teachers and parents to gauge interest in a particular theme. Small focus groups were convened to discuss the feasibility of particular themes that were ranked highest at each school. Please see Appendix D for the school's survey responses. Many factors were considered while determining the overall theme of the continuum.

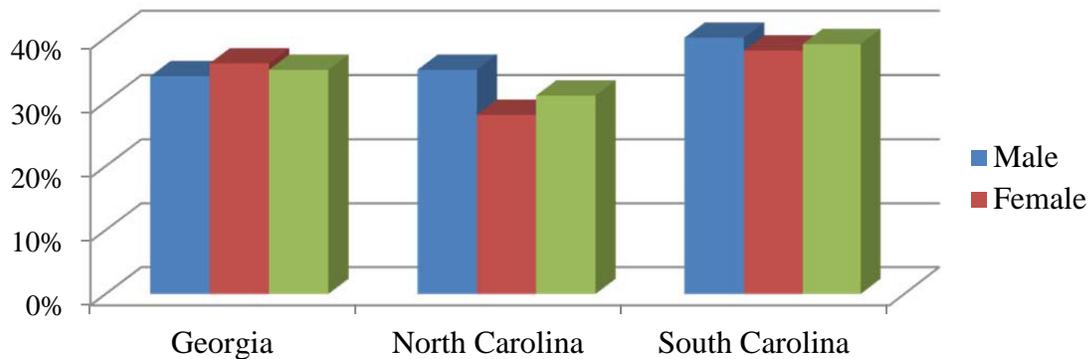
First of all, the district already has an elementary, middle, and high STEAM school-wide magnet continuum. The team did not want to create a situation where parents would be forced to choose between schools having a similar theme. These three schools have diversified as a result

of transforming into magnet schools, so the STEAM theme was not a consideration. However, we found--especially in small focus groups--that many parents were seeking an alternative to STEAM—such as STEM. Several team’s partners commented on the availability of health careers in our area. With six hospitals located in Columbia, employability in a health career is promising. Based on Career OneStop, sponsored by the U.S. Dept. of Labor, these occupations that are projected to grow the fastest in South Carolina during the 2012-2022 time period:

#	Occupation	2012	2022	Percent Change
1	Audiologists	90	130	48%
2	Insulation Workers, Mechanical	390	580	48%
3	Interpreters and Translators	500	720	44%
4	Diagnostic Medical Sonographers	780	1,120	43%
5		180	250	42%
6	Information Security Analysts	1,030	1,450	40%
7	Physician Assistants	770	1,070	39%
8	Post Sec. Health Specialties Teachers	480	660	39%
9	Post Sec. Nursing Instructors and Teachers	950	1,310	38%
10	Physical Therapist Assistants	1,060	1,460	38%

Of the top ten occupations projected to have the highest growth over the next six years in South Carolina, seven are health-related. Our team investigated the medical theme further because we were aware of the state’s ranking nationally on obesity: South Carolina ranks 4th in the nation in

obesity. Obesity is defined as body mass index (BMI) at or above the 95th percentile of the 2000 Centers for Disease Control and Prevention BMI-for-age growth charts. Children with BMI between the 85th and 95th percentile are classified as overweight. BMI is calculated as weight in kilograms divided by the square of height in meters. According to the Centers for Disease Control and Prevention, overall obesity rates remain high and prevalence among 2-19 year olds in the US has not changed significantly between 2003-2004 and 2011-2012. As noted below, South Carolina has increased obesity in comparison to our neighbors to the north and to the east.



When research related to student health and wellness, with the outlook for prospective employment being overwhelmingly positive, the team decided to focus on the Science, Technology, Engineering, Arts, Mathematics, Medical (STEAMM) theme. When the team proposed the final theme to students, teachers, parents, community stakeholders, and district staff, it was met unanimously with excitement and enthusiasm.

Secondly, as the STEAMM team reviewed the teacher and parents' comments, it was clear that preparation for the 21st Century would be an important aspect of the new magnet schools. In our district-and across the state of South Carolina-all school superintendents with the assistance of the SC Department of Education, had adopted the *Profile of the South Carolina Graduate* (Appendix D). The framework that supports the profile of the South Carolina graduate

is *vital* to helping our state remain competitive in today's global economy as it addresses the need and solution for a sustainable, educated and qualified workforce. The characteristics are specific:

1. World Class Knowledge
2. Rigorous ELA & math standards for career and college readiness
3. Multiple languages, STEM, the arts and social sciences
4. World Class Skill
5. Creativity and innovation
6. Critical thinking & problem solving
7. Collaboration and teamwork
8. Communication, information, media and technology
9. Knowing how to learn
10. Life and Career Characteristics
11. Integrity
12. Self-direction
13. Global perspective
14. Perseverance
15. Work ethic
16. Interpersonal skills

Across South Carolina, educators are focusing on these characteristics so that our students will be college- and career-ready. This profile will be embedded in each magnet school's curriculum. The "Pro 21" in Med Pro 21 refers to this Profile of the SC Graduate.

A program of the scope, vision, and potential for success of the proposed **Med Pro 21** will be impossible to implement without the financial and technical assistance that is described elsewhere in this proposal. A district level Magnet Schools Advisory Board, partnerships with higher education, and committed representatives from community and professional organizations have all provided guidance and direction to this project and will continue to do so as the plan to improve racial and socioeconomic balance, close the achievement gap, and to develop sustainable programs that build momentum.

Historical Magnet School Background: Richland Two began implementing magnet

schools in the early 1990s. The district has 14 elementary, 11 middle, and 10 high school magnets. For the 2016-2017 school year, 1,570 magnet applications were filed at the elementary level, 1,796 applications for the middle level, and 609 for the high school magnet programs. These numbers are indicative of the continued high level of interest for enrolling in a magnet. The popularity of district magnets, combined with minority and socioeconomic group isolation and the lack of magnet schools in the at-risk area of the district, has led Richland Two to pursue funding to significantly revise 2 magnet programs into wall-to-wall magnet schools and to create 2 new magnet schools in the at-risk area of the district that is currently underserved by existing magnet schools.

Competitive Preference Priority 1—Need for Assistance

Richland Two, located in Columbia, South Carolina, is applying for MSAP funds to revise two magnet programs into school-wide magnet schools and create two new school-wide magnet schools that are within close proximity to each other in one of the neediest area of the district. The proposed wall-to-wall magnet schools will implement the **Med Pro 21** project. These schools will form a “continuum” of learning at the elementary, middle, and high school:

- Bridge Creek Elementary School (grades pre-k-5)-new magnet school
- Rice Creek Elementary School (grades pre-k-5) – significantly revised program into a school-wide magnet school
- Kelly Mill Middle School (grades 6-8) – new magnet school
- Ridge View High School (grades 9-12) – significantly revised program into a school-wide magnet school

The curricula and project activities at the lower grades are designed to align with curricula at the middle and high schools. More importantly, the plan is to recruit students at an

early age to the elementary schools in this needy part of the school district and to provide the programs and resources to keep them at these magnet schools. The most effective method to create a more diverse student body at Kelly Mill Middle School and Ridge View High School is to slowly increase the diversity of the student body at the two elementary feeder schools.

A project with the scope, the vision, and the potential for success of the Med Pro 21 project will be impossible to implement without financial and technical assistance as described fully in the attached project narrative. The University of South Carolina staff and the STEAMM team have provided the guidance and direction to this project and will continue to do so as the plan to turn around these schools builds momentum.

The Secretary evaluates the applicant's needs for assistance by considering- -

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

Funding from the Magnet Schools Assistance Program is absolutely necessary for Richland Two to implement its plans for four magnet schools in the neediest areas of the district. Financial support is essential for the district to provide these critical activities:

1. Provide comprehensive professional development of 100 hours each annually for administrative staff and faculty members at all four schools to integrate the magnet theme;
2. Restructure the curricular programs at the four schools to encompass a comprehensive science, technology, engineering, math, and medical (STEAMM) curriculum;
3. Develop and write curriculum in each content area which incorporates highly engaging activities and aligns with rigorous core content and state standards in core content areas and includes science, technology, engineering, mathematics, and medical;
4. Conduct a community-wide public awareness and student recruitment campaign;
5. Establish Advisory Boards at the school level to ensure parent/community involvement;

6. Develop relationships with community professional groups to promote the STEAMM theme;
7. Install technology and equipment to support student achievement and faculty development.

Richland Two is requesting \$11,348,975 over a five-year period to implement the Med Pro 21 project. During the first year, the budget includes significant funds for professional development at all four schools to facilitate the full implementation of the magnet programs. Funding is also necessary to provide technological advancements necessary to conduct hands on activities, such as science equipment, robotics kits, and engineering project supplies. Funding is also requested to provide student research materials, to support facility upgrades at each school to “scream the theme,” and to fund in-state and national professional development for administrators and staff who will be instrumental in implementing this program with fidelity.

This grant funding will be critical in acquiring one-time purchases necessary for implementing the Med Pro 21 project. The majority of large item purchases will be made during the Year 1 Planning. These items include creating or redesigning hands-on learning labs, and purchasing equipment necessary for maker space collaboration areas and medical simulation clinics. Providing professional development training opportunities, purchasing professional development texts and non-fiction student materials to expand the libraries at each target school, software, and additional equipment all contribute to meeting the stated goals. A comprehensive independent evaluation will be conducted by the South Carolina Education Policy Center in the College of Education (SCEPC) at the University of South Carolina. The principal investigator for the evaluation is Dr. Robert Johnson. He is referenced in the Personnel Section and his resume is included in Appendix A. The Year 2 budget includes funds for intensive professional development, a primary focus of this proposal. In addition, funds will provide facility upgrades at all schools to enhance the magnet theme, literacy materials to expand their Media Centers, and

additional STEAMM lab enhancements. The major expenses during Years 3-5 will be continued staff professional development and upkeep and maintenance-related costs. The remaining funds will be allocated for expendable supplies and costs of the final evaluation.

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

The Med Pro 21 will reduce minority group isolation for African-American students at the elementary, middle, and high school levels in Richland Two. As noted in Table 1 and Table 3, the African American population exceeds the district average of 58% at all four schools. This full continuum is impossible to implement without external assistance. Should this project not be funded, district assistance and resources will be directed toward maintaining the level of educational opportunities currently available at each school. The STEAMM team will continue to work diligently with partners to provide limited opportunities, but the full program is too costly for the district to implement without MSAP funding.

The plan to develop a vertically aligned and articulated feeder system will be put on hold if this proposal does not receive funding. District resources earmarked for existing magnet schools will continue to be allocated, but this allocation, alone, cannot be successful in lowering the incidence of minority group isolation without the development of a carefully articulated elementary, middle, and high school comprehensive magnet program of study. The goal is to develop positive public attitudes toward the schools in the neediest areas of the district, beginning at the elementary level and continuing through the middle years and into the high school. Students will receive educational benefits of diversity and equitable access to a high-quality education that will enable them to succeed academically. Parents will be enthusiastic about sending their children to these targeted schools

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

The cost of full implementation of the Med Pro 21 project exceeds the district's resources by approximately \$11,000,000. If this proposal is funded, the district will assume personnel costs for the additional student load at each of the four schools. In other words, as new students enroll at the targeted schools, additional teachers will be hired so that the student: teacher ratio remains at the district standard of 25 students to one teacher. Since all four schools will become school-wide magnets, the total costs of operation will also become part of the total cost of the district's commitment to the project.

(d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including how the design of the project impacts the applicant's ability to successfully carry out the approved plan.

The Med Pro 21 program is well developed. However, the innovative quality of the program includes costly professional development expenses, specialized student equipment, and many classroom supplies necessary for conducting genuine hands-on learning experiences. The district would experience great difficulty in carrying out this project because funding is simply not available. The proposed magnet school continuum has been proposed in one of the neediest areas of the district. Our community has designed and desperately wants this magnet continuum, but without funding, the project is just too costly to be implemented as proposed.

Competitive Preference Priority 2: New or Revised Magnet Schools Projects and Strength of Evidence to Support Proposed Projects

The Academics Department in Richland School District Two continuously seeks out evidence-based instructional strategies. The district has an approval process for vetting new initiatives. Purposeful conversations across the district and school-level leaders encourage all

staff to consider and research new strategies and programs. Then, once a new innovative suggestion is brought forward, curriculum specialists, teachers, and administrative staff have ample time to do their own research in the consideration process. A follow-up conversation is scheduled so that specific comments are discussed and any barriers to implementation are identified. Although this process does take time, the district recognizes that the vetting process is necessary so that all perspectives are brought forward and discussed. As such, Competitive Preference Priority 2 – although a priority for this grant competition – was already a major consideration in the development of this proposal. Our emphasis is on using and building empirical evidence of the effectiveness of programmatic interventions.

Evidence of Promise Citation #1:

Advancement Via Individual Determination (AVID) will be implemented in all four Med Pro 21 magnet schools. AVID is a research-based instructional program that offers (a) tutorials that promote student collaboration and inquiry, (b) motivational days that involve field trips to colleges and presentations by guest speakers, and (c) academic skills classes that provide instruction in such skills as note-taking, test-taking, assignment tracking, and writing to learn (e.g., AVID, 2006). (Please see Appendix D for a full copy of the article.)

Black, A. C., Little C. A., McCoach, D. B., Purcell, J.H., & Siegle, D. (2008). Advancement Via Individual Determination: Method selection in conclusions about program effectiveness. *The Journal of Educational Research*. 102(2), 111-124.

The Black et al. (2008) research study meets the Title 34 of Code of Federal Regulations, Part 77 by having these characteristics:

- Investigates the effect of an intervention (AVID) on a relevant outcome (improved student academic achievement)

- Uses treatment and comparison groups that are comparable in order to associate differences in outcomes with the intervention. Schools involved in the study were randomly assigned to either receive AVID (i.e., the treatment groups) or not receive AVID (i.e., the comparison group)
- Shows a statistically significant effect (many variables $p < .025$) on a key outcome (increased academic achievement)

Citation Outcomes:

The Black et al. research study found a **statistically significant** ($p < .05$) favorable association between the implementation of the Advancement Via Individual Determination (AVID) program and several relevant outcomes:

- Self-reported time on homework has an effect size of 0.632
- Self-reported grades increases had an effect size of 0.826
- Sixth Grade Language Arts Grades increases had an effect size of 0.957
- State-level standardized mastery test for Grade 6 increase in writing scores had an effect size of 0.622
- The study also found statistical and/or practical significance favoring the AVID groups for college plans ($p = .019$, $ES = .682$) and enrollment in 8th grade Algebra ($p < .001$).

According to Cohen (1977, 1988) effect sizes between 0.5 and 0.8 represent medium effects.

Relevance to Proposed Project:

Black et al. study involved three middle schools from an urban school district. Med Pro 21 will involve four schools: two elementary, one middle, and one high school. In the Black et al. study, Cohort 1 included 3% White, 10% African American, and 52% Latino. Cohort 2 included 10% White, 15% African American, and 53% Latino. Although the student

demographics are not exactly representative, Richland School District Two does have a diverse student body, including a rapidly growing Hispanic population.

In the study of Black et al. (2008), Schools #1 and #2 implemented AVID in year one for a group of sixth-grade students. In year two, AVID was extended to a new cohort of sixth-grade students. AVID continued for the sixth-grade students who had matriculated to the seventh grade. Students in a third school served as comparison groups and received the standard school curriculum over the two-year period. Med Pro 21 will implement AVID in the elementary schools. The middle school and high school will expand their current AVID programs.

A mixed methods, quasi-experimental research design was used to evaluate the effect of the AVID program using both qualitative and quantitative data collection methods. In the evaluation of Med Pro 21 the evaluation team will use mixed methods (e.g., open-response and closed-response survey items and achievement tests) to examine the effectiveness of the magnet program. Black and colleagues (2008) described AVID as involving tutorials that promote student collaboration and inquiry, (b) motivating students via field trips to colleges and presentations by guest speakers, and academic skills classes that provide instruction in study skills (e.g., note-taking, test-taking and study skills, assignment tracking, and writing to learn). In Med Pro 21 the AVID program will include intensive professional development at the elementary, middle, and high school levels. Overall, the implementation of the AVID Program is promising for the Med Pro 21 project because increase in academic achievement is a medium-term outcome, as noted on the school-level logic model.

References

Advancement Via Individual Determination (AVID). (2006). *AVID*. Retrieved February 12, 2007, from <http://www.avidonline.org>.

Cohen, J. (1977). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Erlbaum.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

Competitive Preference Priority 3-Selection of Students

This table is located in the appendices. A randomized lottery to reduce minority group isolation and increase socioeconomic diversity will be used. The district ensures that there will not be any type of student selection criteria used in the selection of students to attend the magnet schools.

Competitive Preference Priority 4-Increasing Racial Integration and Socioeconomic Diversity

Richland School District Two is especially interested in evidence of promise surrounding racial and socioeconomic integration. The STEAMM team has included evidence-based strategies to increase racial integration and socio-economic diversity in designing and planning for the implementation of the *Med Pro 21* magnet school continuum.

The team reviewed a number of scholarly articles, especially the *How racially diverse schools and classrooms can benefit all students* report (Century Foundation, 2016a). The Century Foundation is known internationally for their work on the many benefits of racially diverse schools and classrooms. The majority of integration strategies observed fall into five main categories (Century Foundation, 2016b): 1) attendance zone boundaries 2) district-wide choice policies 3) magnet school admissions 4) charter school admissions 5) transfer policies We can no longer ignore the social science research on the negative effects of concentrated school poverty. “Researchers have documented that students’ exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving” (Century Foundation,

2016a). In diverse classrooms students learn how to collaborate with others which prepares them for the increasingly diverse society. Parents are realizing that our world is rapidly changing and with this change comes improved attitudes toward integration. For example, in Louisville, KY, during the 1970, compulsory busing for racial desegregation was opposed by 98% of parents. However, in 2011, a school choice-based system emphasizing socioeconomic and racial integration was supported by 89% of the parents. Attending racially diverse schools is beneficial to *all* students and is associated with smaller test score gaps between students of different racial backgrounds, not because white student achievement declined, but rather than black and/or Hispanic student achievement increased (Benner, A. & Crosnoe, R., 2011).

Richland School District Two reviews student data continuously as school sites are selected for new magnet schools. One of the targeted schools, Bridge Creek Elementary School, was built in 2012 in an area where housing was very diverse--small trailer parks on one end and newer, moderately priced homes were being built at the other end. According to district data, 225 students who live in Bridge Creek Elementary's attendance zone, do not attend the school. Of those 225 students, 42.7% of these students left to enroll in a magnet school. When searching further, we realized that these students contributed significantly to racial and socioeconomic isolation. Of the 225 students who left, 28% are White, 4% are Asian, 5% are Hispanic, and 4% are Other—with 35% receiving Free/Reduced lunch and 65% full pay lunch. The data for the other three schools are just as disturbing:

- **Rice Creek Elementary School**-285 total students leaving the zoned school
24% White, 4% Asian, 8% Hispanic, 7% Other
43% Free/Reduced Lunch and 57% Full Pay Lunch
- **Kelly Mill Middle School**-261 total students leaving their zoned school

34% White, 10% Asian, 3% Hispanic, 5% Other

29% Free/Reduced Lunch and 72% Full Pay Lunch

- **Ridge View High School**-426 total students leaving their zoned school

34% White, 5% Asian, 5% Hispanic, 6% Other

30% Free/Reduced Lunch and 70% Full Pay Lunch

Therefore, one strategy we will implement to increase racial integration and socioeconomic diversity will be to heavily market our magnet schools to encourage those students who are zoned for the new magnet schools to remain which will result in a more racially and socioeconomically diverse student enrollment. Essentially, we are proposing the formation of high quality school-wide magnets as the first strategy to promote racial and socioeconomic integration.

Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools (US Dept. of Justice and US Dept. of Education, 2011) has also informed this STEAMM team. In determining the Med Pro 21 continuum, beginning at the elementary level and continuing through the middle school and high school, it is anticipated that most students will remain with their elementary cohort of students. Currently, many students from Kelly Mill Middle School apply through the Choice program to attend another high school which is located further away than Ridge View High---and offers a highly touted culinary arts program. This “other” high school is known widely to have high student academic achievement. The free/reduced lunch rate at this high school is 25%, the lowest of all the high schools in the district. By offering the STEAMM continuum in *Med Pro 21*, students and their families will recognize that Ridge View High will have a high quality academic achievement reputation and offer many choices to prepare students for postsecondary education and the world

of work. This second strategy is similar to *school and program siting*, as described in the DJJ and USDOE guidance.

(a) Desegregation (30 points).

The Secretary reviews each application to determine the quality of the desegregation-related activities and determines the extent to which the applicant demonstrates—

(1) The effectiveness to recruit from different social, economic, ethnic, racial backgrounds

Recruitment of students to the four magnet schools will occur on both a formal and an informal basis. The strategic formal level includes several teams who have direct responsibility for recruiting students from different social, economic, ethnic, and racial background into the four new magnet schools. All recruitment activities will be planned and coordinated at the district level, the school level, and the community level. The recruitment plan will stimulate a high level of interest in the school communities that will result in the reduction of minority group and socioeconomic isolation in the four magnet schools. Over the past five years, the district has experienced a 4% increase in Hispanics and 3% increase of multi-racial/Other.

At the district level, the recruitment coordinator will work collaboratively with the project director, Director of Magnet Programs, marketing coordinator, Chief Diversity & Multicultural Inclusion Officer, Director of Parent and Family Education, and their staff to plan, direct, and coordinate recruitment activities. This recruitment team will create print and online brochures, guidebooks, and other helpful documents. They will work diligently to ease the process of applying for the lottery at the four magnet schools. Because the district office is located in the same building with the Richland Library (county library), many times parents and their students visit to use the computers. It will be very convenient for the district level recruitment team to assist parents and students with accessing the website for selecting magnet

schools. The district's Communication Department will translate all materials into the languages that are spoken by parents. Perhaps the most important recruitment strategy will be the word-of-mouth testimony by district staff who have children attending these four targeted magnet schools. They will be able to provide first-hand knowledge of the new innovative STEAMM theme that will unfold at each new magnet school. A video of these staff members combined with school level staff will be uploaded to the You Tube channel and made available via all social media outlets such as Facebook, Twitter, etc.

At the school level, the recruitment coordinator will work closely with the principal, magnet coordinator, STEAMM team, and parent group officers to implement high quality recruitment strategies. The PTA, PTO, and SIC from all four schools view the Med Pro 21 project as such a promising pathway for their children and for our community. Parents from all racial and ethnic groups will provide guidance as the recruitment process strives to enroll students to diversify the school population. The recruitment team will use the online and print resources developed by the district recruitment team to inform parents of all school activities and other recruitment events.

At each school, parent focus groups will provide the opportunity for the school STEAMM team to share the benefits of the school-wide magnet. Students currently at the school will share the innovative opportunities that they are having—such as taking their own blood pressure or how to take one's temperature properly. Teachers and staff will also share the new instructional strategies of AVID as well as specific classroom projects that are being completed using the project based learning approach. These focus groups will serve two purposes: to provide feedback through the project that will strengthen all recruitment strategies as well as providing a real picture of what the magnet school can provide for their children.

The community level recruitment efforts will build on those successes of the district and school recruitment teams. Well-known community representatives, such as Rotarians, Kiwanians, religious leaders, political representatives, and others will be invited to visit the new magnet schools, and then they will be encouraged to share their experiences as they talk with others throughout the community. The Med Pro 21 Advisory Board will be instrumental in working with the STEAMM team to schedule community outreach events where families from diverse backgrounds will be invited to participate in magnet school activities. Widespread informal recruitment activities include community events and outreach flyers and brochures – created by the district’s recruitment team – will be placed in key areas such as restaurants, museums, libraries (particularly branch libraries in key recruitment zones), beauty parlors, shopping malls, and other public arenas. Also, targeted mailings will be sent to all homes in particular subdivisions and housing developments to reach out to students determined to be strong candidates for recruitments. The goal is to make parents aware of the programs with appealing pictures and a brief synopsis of the magnet theme accompanied with the project director’s contact information. The project director and magnet coordinators will visit homeowners’ associations meetings and realtors breakfasts in the areas where there are concentrations of student who would favorable impact the candidate pool to make the public more aware of the project. Radio spots, news articles, and public presentations by district and school personnel to civic organizations, such as the Lions Club, will all contribute to awareness of the magnet schools and will create positive public attitudes and opinions about the project.

As noted in *Guidance on the voluntary use of race to achieve diversity and avoid racial isolation in elementary and secondary schools* (2011), The US Dept. of Justice and the US Dept. of Education cite several approaches to achieve diversity and avoid racial isolation. One

approach that Richland Two has found highly successful is the open enrollment-school choice program to assign students to schools. The extended recruitment process involves a series of district-wide initiatives designed to give all schools an opportunity to “advertise” to the community in a systematic and equitable way. A description of all magnet programs and schools is available online and updated each fall which describes the district’s choice policy, magnet school application and selection process, key dates to remember, and links to videos of all magnet programs. The Richland Two Choice & Magnet Fair is also held in the fall where parents and student attend a public meeting where the choice policy and magnet school selection process is explained. Parents and students are encouraged to visit booths set up by each school. The Fair provides the opportunity for parents to collect specific information about various schools and programs at one time and to compare the various options that are available for their children. Individual schools schedule Open Houses where parents and students may visit the schools to obtain further information about their program. The schedule for applying for one of the MSAP schools will occur during the month of January with the randomized selection being made in March. Every opportunity is provided for student to permit them to attend the school of their choice in Richland Two.

Because the district is revising the Choice process to make it easier for students to enroll in magnet schools, two additional periods of time have been added to the district schedule. Our military-connected community also takes full advantage of the additional Choice periods because they are highly transient. In fact, many military families move to our district during May—which previously had negated their children being able to attend a magnet school out of their zoned school for the upcoming school year. The Fort Jackson School Liaison Officer, Dr. McCoy Wilson, is part of the district recruitment team and will specifically assist military-

connected parents with the recruitment process. Two additional Choice periods have been created. The Choice Application Period 2 is currently in place for May 1 - June 5. Students applying for Choice 2 (after the standard Choice 1 application period) may submit applications for any Richland Two program with randomized lottery selection. The student applicant will be given the next lottery number in sequence and will be considered for selection based on that number. A Choice Application Period 3 will occur in the summer where parents submit written requests to the District Registrar. These three Choice periods provide multiple opportunities for the district to accommodate family requests for specific magnet programs.

The project director and the district Marketing Coordinator are working collaboratively to market the schools effectively. The coordinator has strong marketing skills with a media relations background-as noted in Appendix B. Strategies that have been used in prior years with great success and which is still being used include targeted mailings to all homes in specific zip codes or subdivisions where large numbers of families send their children to private schools or where many families home-school their children.

Throughout the year, the district recruitment team will continue to advertise magnet programs online as well. Major dates of application deadlines, Open House schedules, as well as the Choice/Magnet Fair will be widely disseminated. Notices in the local newspapers and on the district's public service television station remind parents of the availability of magnet programs and their deadlines. Applications are filled out online, which adds to the convenience of applying for a magnet program. The district has instituted several strategic steps within the recruitment process to ensure that convenience is central to supporting parents and students.

As part of the recruitment process, input and feedback will be gathered from all stakeholders. The district recruitment team will create an online survey to measure the

effectiveness of recruitment efforts. During district, school, or community recruitment events, a short online survey will be available for all participants to provide feedback on the effectiveness of their recruitment efforts. It will include these four pondering, open-ended questions: 1) What were the strengths of the recruitment process? 2) What were the weaknesses of the recruitment process? 3) What opportunities would you like to see offered as part of the recruitment process? 4) What additional information that you would like to share? These questions will also be printed on hard copies so that if someone would like to respond in writing, this document will be readily available. During each Med Pro 21 STEAMM advisory board meeting, the STEAMM team will provide an update of recruitment strategies and their outcomes. New recruitment strategies will be developed based on the feedback and input regarding the previous period's recruitment strategies. The recruitment team will seek

These formal and informal student recruitment activities at the district, school, and community levels are undertaken for the specific purpose of meeting MSAP's established performance measure of the percentage of magnet schools whose student applicant pool reduces, eliminates, or prevents minority group and socioeconomic isolation.

Each school's recruitment team, the district level recruitment team, and the project director will work with the evaluation team to ensure that recruitment strategies are of a sufficient quantity and quality to establish rigorous benchmarks and meet future performance measures. The evaluation team will meet with these recruitment teams to identify the successes of the magnet schools in reducing minority group isolation and socioeconomic isolation. To be fully prepared, areas for improvement will be identified. With the assistance of the evaluation team and recruitment teams, magnet schools that do not meet their recruitment performance measures in years 2-5 will significantly revise their plans based on successful experiences of

other magnet schools. These recruitment teams will continuously seek to identify valuable recruitment strategies that have been useful in recruiting students from different social, economic, ethnic, and racial backgrounds into magnet schools.

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

The Med Pro 21 project will incorporate several instructional strategies to foster interaction among students of different social, economic, ethnic, and racial background in school activities. These strategies will be implemented across all four magnet schools. If we act on the knowledge that research offers, we can realize the educational excellence we desire for our children. Based on several leading texts on diversity and inclusion (Cole, 1995; Banks, 2005; Ball, 2006, Kendall, 2013), the STEAMM team has identified several research-strategies that are applicable for their classrooms:

1. Maintain high standards and demonstrate high expectations for all ethnically, culturally, and linguistically diverse students: Students learn more when they are challenged by teachers who have high expectations for them, encourage them to identify problems, involve them in collaborative activities, and accelerate their learning (Burris & Welner, 2005). Teachers who express high expectations convey the belief that their students have the ability to succeed in demanding activities. Such teachers avoid repetitive rote learning; instead, they involve young people in novel problem-solving activities. They ask open-ended questions requiring students to use their judgment and form opinions. They choose activities where students must use analytic skills, evaluate, and make connections. They expect students to conduct research, complete their homework, and manage their time.

2. Get to know individual student's needs and strengths; share their concerns, dreams:

Students tend to want to participate and do their best when a teacher is nurturing and caring. N. Noddings (1995) advocates that when society around us concentrates on materialistic messages, "we should care more genuinely for our children and teach them to care" (p. 24). We want academic achievement for our students, she notes, but "we will not achieve even that unless our children believe they, themselves, are cared for and learn to care for others" (p. 24). By learning the strengths and challenges each student faces, teachers can refer children and their families to community-based organizations that provide after-school homework help and programs in sports and the arts. Systems will be put in place to provide extra help for struggling students and high-achieving students taking challenging coursework.

3. Understand students' home cultures to better comprehend their behavior in and out of

the classroom: Educators must understand and respect the many different ways of being a parent and expressing concern about the education of one's children. Parental involvement is well established as being correlated with student academic achievement (Epstein, 2005).

Teachers and staff will provide students with activities that promote sharing of one's own culture, such as bringing in a favorite family dish. The parent resource center will provide a "melting pot" of diverse families where they may share their stories with teachers and staff.

4. Choose culturally relevant curriculum and instructional materials that recognize, incorporate, and reflect students' heritage and the contributions of various ethnic groups:

Students' self-esteem is strengthened when they see and read about the contributions made by their own racial or ethnic groups to the history and culture of the United States. Teachers will adapt the curriculum to focus lessons on topics that are meaningful to students. This kind of precision focus allows students to practice language, thinking, reading, and writing skills in real,

meaningful, and interactive situations. Students also come to realize that teachers value and appreciate each child's culture and language.

5. Identify and dispel stereotypes: Teachers will select texts and supplementary materials to address the issue of stereotyping. The supplementary materials should be written by a variety of authors who incorporate a wide range of perspectives on historical events, poetry, artwork, journals, music, and illustrations of women and men, as well as varied ethnic and racial groups. Teachers also can point out sexist language and ethnic, racial, or gender stereotypes in everyday instructional materials. Students will become more aware of stereotypes that they regularly experience in their own lives.

6. Create culturally compatible learning environments: Research has shown that students learn more when their classrooms are compatible with their own cultural and linguistic experience (Jordan, 1984, 1985, 1995; National Coalition of Advocates for Students, 1988; Trueba & Delgado-Gaitan, 1985). When the norms of interaction and communication in a classroom are very different from those to which students have been accustomed, they may experience confusion and anxiety, be unable to attend to learning, and not know how to appropriately seek the teacher's attention or participate in discussions. By acknowledging students' cultural norms and expectations concerning communication and social interaction, teachers will appropriately guide student participation in instructional activities. Learning is increased by conversations where teachers and students discuss the content being presented in the classroom. Transforming the classrooms into culturally compatible learning environments will be enhanced through the use of project-based learning activities as well as the use of Advancement Via Individual Determination (AVID) instructional strategies in all classrooms.

7. Use cooperative learning strategies. One of the most difficult issues faced by teachers in multi-ethnic classrooms is that students, particularly those from ethnic groups suffering social discrimination, tend to cluster in cliques based on ethnicity. Students may observe that one peer group draws itself apart and, in reaction, may come to feel that they must do so as well. To break down this defensive withdrawal into ethnic groups, teachers will give students time to get to know each other and to find that they share common ground, common problems, and common feelings. One way to break down artificial barriers between students is to encourage them to participate in a small group over an extended period of time, collaborating on a shared activity with a shared goal that can only be achieved by working together. Students who have an opportunity to work in cooperative learning groups with fellow students of other races and ethnicities get to know those students as real people rather than as stereotypes. As students learn together and get to know one another, mutual respect and friendships can develop.

8. Integrate the arts in the curriculum: Nothing makes learning come alive more than engaging students in arts activities that encourage dialogue on issues that are important to them. Providing opportunities for students to express themselves through the visual and performing arts enables them to learn about and develop their talents and multiple intelligences: not only verbal and mathematical intelligences but also visual, spatial, musical, interpersonal, and intrapersonal intelligences (Gardner, 1983). Students benefit from being encouraged to make sense of their world and their relationships through drawing and painting graphic images. Encouraging students to use their imaginations and taking time to elicit their interpretations of visual arts through open-ended questions in a classroom setting is valuable in itself. Yet these conversations also enable students to understand, as they listen to other classmates, the multitude of interpretations that are possible when viewing the same work of art.

9. Promote students' health: Caring for students includes positively influencing their decisions related to their physical well-being. Nationally, the growing problem of overweight youngsters affects minority students disproportionately. Childhood Type 2 diabetes, the most common form, is often linked to obesity. The student health profile will be a welcomed addition as the Med Pro 21 project seeks to ensure that the whole child becomes successful.

As the Med Pro 21 team continues its successful journey to foster interaction among students of different social, economic, ethnic, and racial backgrounds, additional instructional activities will be identified annually—adding to the toolbox of activities. Each school tells a different story of needs related to its diverse student population.

Bridge Creek Elementary School: 582 students enrolled with 68% F/R Lunch Rate

Bridge Creek Elementary opened in 2009 with a total of 444 students serving grades K-5. This elementary school is located in a rural area nestled between a strong neighborhood elementary school to the south and the highest achieving elementary school in the district to the north. The school is struggling to keep its zoned students. As noted by the demographics, Bridge Creek is experiencing minority group isolation of its African-American students. The principal and staff want to increase academic achievement while preparing the whole child for success, and they have worked collaboratively with the STEAMM team to design a comprehensive plan to transform their school into a genuine learning organization. They have been included in the year-long planning for the present MSAP grant and have embraced the medical component of STEAMM. Their school will become Bridge Creek Medical, Engineering, and Discovery through Arts (MED) Magnet School. They are thrilled with the opportunities provided through additional professional development, the major revisions and healthcare additions to their curricula, and the necessity to faithfully implement the Med Pro 21 project.

Promoting desegregation at Bridge Creek Elementary:

Bridge Creek Elementary School has a clear mission statement:

Bridge Creek Elementary, in partnership with its community, will provide a safe, stimulating environment in which students develop to their maximum potential as responsible and contributing members of our diverse society. Indeed, diversity is so important to school staff that it was included in the mission of the school. This proposal includes the request to create this new magnet school to reduce minority group isolation, to assist in the achievement of systemic reforms, and to provide all students with the opportunity to meet challenging academic content and student academic achievement standards. The school has never had a magnet program.

As noted by the historical enrollment table in Appendix A, Bridge Creek Elementary has experienced minority group isolation, as defined by comparing the school ethnicity percentages to the district ethnicity totals, for many years. In this proposal, Table 3 provides figures for reduction of minority group isolation of African Americans at Bridge Creek and for its prospective feeder schools. The school is currently under-populated for its size and can accommodate 123 new students without overcrowding or compromising student safety. To plan for the orderly conversion of Bridge Creek to a STEAMM-focused magnet school, during the planning (year 1) of the grant, we project that Bridge Creek will continue to experience student loss—although increasing diversity. The goal is to provide a greater opportunity for parents to enroll their children in the program at the earliest grade level to maximize exposure to the project-based STEAMM curriculum without denying a student at any grade level an opportunity to participate in this challenging program.

Rice Creek Elementary School: 721 students enrolled with 76% F/R Lunch Rate

Promoting desegregation at Rice Creek Elementary:

Rice Creek Elementary School has a clear mission statement:

Through a shared vision for excellence, and teamwork with our children, parents, faculty, staff and community, Rice Creek Elementary School pledges to provide developmentally-appropriate, individualized learning experiences that will empower our children to be creative thinkers, responsible citizens and productive life-long learners.

The school currently has a school-wide magnet known as eFIT, the Environmental Fitness Academy. The magnet provides studies of the sciences, health, and the environment, as noted in their brochure in Appendix D. The eFIT Academy also introduces students to the tools necessary for being technologically competitive, for setting personal fitness goals, and for living a healthy lifestyle. Avenues for teaching lifelong stewardship are fostered through school-wide environmental efforts and initiatives, in addition to service learning projects. Students are immersed in hands-on and outdoor learning experiences that encourage a healthy life and appreciation for the natural world around them. They are encouraged to work collaboratively, to analyze and interpret data, to make predictions, and to become skilled communicators for the 21st century. The goal of the magnet is to engage students in project based learning that causes them to inquire about this ever-changing world, to be inspired about making the environment a better place to live, and to ignite the development of problem-solving and technological skills that are essential to becoming responsible and successful citizens. Through in-depth studies of health and fitness, geosciences, and technology, students use critical thinking skills necessary to perform investigations which foster an awareness and passion for the environment.

This magnet program began in 2008. Because the curriculum has not been revised and the exercise equipment has become outdated, this proposal includes a request to significantly revise the magnet to reduce minority group isolation, to assist in the achievement of system

reforms, and to provide all students with the opportunity to meet challenging academic content and student academic achievement standards.

As noted by the historical enrollment table in Appendix A, Rice Creek Elementary has experienced minority group isolation for more than ten years. In this proposal, Table 3 provides figures for reduction of minority group isolation of African Americans at Rice Creek and for its prospective feeder schools. During the planning (year 1) of the grant, we project that Rice Creek will experience student loss as well. However, the increased popularity of the STEAMM theme will decrease ethnic and racial isolation and increase socioeconomic diversity. Like Bridge Creek, the goal is to provide a greater opportunity for parents to enroll their children in the program at the earliest grade level to maximize exposure to the rigorous curriculum without denying a student at any grade level an opportunity to participate in this challenging program.

Kelly Mill Middle School: 920 students enrolled with 61% F/R Lunch Rate

Promoting desegregation at Kelly Mill Middle School:

Kelly Mill Middle is the sole target for the middle grades level of the MSAP-funded Med Pro 21 project. Kelly Mill will be the only middle school in the district offering the rigorous STEAMM theme. Based on focus group recommendations, the STEAMM curriculum will be a much sought after magnet and will prompt families to apply to the school. With a capacity of 1,000 students, Kelly Mill has all the components to expand its student enrollment, diversify its student body, and grow into a stellar STEAMM magnet school.

Kelly Mill Middle serves the northern part of the district. Growing African American student enrollment and projected increases will make the school's African American students highly isolated in the absence of an intervention. The school's project-based STEAMM focus will be implemented school-wide. This student-centered, highly participatory instructional

approach aligns with the school's mission: *Kelly Mill Middle School, in partnership with our community, provides a challenging, engaging, and multi-faceted learning experience that prepares students to be successful, responsible and productive citizens.*

Along with the instructional strategies to promote inclusive practices, collaborative learning groups will form and re-form based on student interests, learning styles, and content standards being addressed. These groups will be representative of the racial and ethnic makeup of the classroom and will not result in minority group isolation. Teachers will be charged with the responsibility to prevent single race or single gender groups, or ethnically isolated groups. The school has developed a diversity plan to help teachers and their students to understand their own culture and the culture of others. Diversity coaches plan and organize participatory activities for faculty each month to better prepare them to meet the needs of the racially and economically diverse groups of students in their classes. The emphasis is on intercultural understanding, tolerance, celebration of differences, and other related topics.

The Med Pro 21 project will attract students to Kelly Mill from all across the district-- not just the students who live in this school's attendance zone. Parents who responded in focus groups perceived the STEAMM program to be a challenging curriculum. As noted in Table 3, during the planning (year 1) of the grant, we project that Kelly Mill will experience student loss as well. At full revision in the fall of 2022, and thereafter, there will be additional new magnet students accepted at Kelly Mill, in addition to the students who are zoned to attend that school. It is projected that the total number of students at the school will grow to approximately 1,000 students, at capacity, resulting in a successful reduction of minority group isolation.

Kelly Mill Middle is located just 2.6 miles from Bridge Creek Elementary. The road does not contain any interstate travel. Other positive indicators that the STEAMM magnet will attract students that will increase diversity at the school:

- Parents whose children attend Bridge Creek Elementary will recognize the highly rigorous project-based STEAMM magnet as effective for their elementary children. Therefore, they will seek out a natural progression to the middle school level at Kelly Mill.
- Due to a successful publicity campaign, parents and community members will want their children involved in the medical research studies, arts activities, and other events held continuously as proposed by the Med Pro 21 project.

Because Kelly Mill is the grade 6-8 continuum, Kelly Mill will become the school of choice for parents who want their children to have access to the strong STEAMM focus at Ridge View High School.

In order to provide heterogeneous, culturally diverse student groupings, students will be assigned to classes based on factors, including student achievement, reading level, test scores, and socio-economic status. Individual teachers, through monthly school-based diversity training, are reminded of the importance of providing both instructional and social opportunities for students from varying backgrounds to interact with each other. Cooperative learning groups, student teams for class projects, and lab partners are assigned with this principle in mind. Students from all groups are encouraged to run for student government positions, to participate in musical, dramatic, and debate activities, and to present artwork for public display.

Ridge View High School: 1,343 students enrolled with 53% F/R Lunch Rate

Promoting desegregation at Ridge View High School:

Ridge View, the high school with the oldest facilities in the district, serves grades 9-12. As is indicated by current thinking, the education of the whole student is key in 21st century learning. MSAP funds are requested to establish a collaborative learning environment across the curriculum at all grade levels, to create a school-wide STEAMM program. The program of studies currently in place at Ridge View High will be richly enhanced by the ideas, values, and initiatives driven by Med Pro 21. Administration and staff have thoughtfully proposed the name of their school-wide magnet as Ridge View High School of the Arts and Sciences. They have chosen the school-wide program serving every student rather than a magnet program serving only a limited number of students. Using the instructional approaches identified previously, the Med Pro 21 project has already developed multiple examples of how desegregation will be achieved through grant activities:

- Offering school-wide student exhibitions to promote awareness of our diverse society.
- Promoting community service and involvement by hosting events included in Winter Wishes, a year-long service initiative where funds are raised for cancer research, foster children, homeless students, and abused mothers and their children.
- Emphasizing the importance of science, engineering, arts, mathematics, and medical studies for all students.
- Creating a global connection for all students through the use of technology.

Since Year 1 is planning, Table 3 reflects the loss of one student overall. Ridge View High is expected to attract approximately 24 new students in Yr. 1 of implementation from neighboring public and private high schools. Then, student enrollment in Year 2 is projected to decrease by 30 students. The changing student demographics from other charter, virtual, and other high schools will gradually decrease minority group isolation of African American students

at Ridge View High without adversely affecting ethnic/racial diversity at the other four high schools. Students of all racial, ethnic, social, economic, and language groups participate in classroom activities, athletics, the arts, student government, and the various clubs and social groups on campus. The Ridge View High School of the Arts & Sciences will create more opportunities for students in all demographic subgroups to participate in project based learning activities within rigorous and challenging coursework.

By ensuring that all students at Ridge View actively participate in Med Pro 21, the school will be providing the impetus and motivation for more students of differing backgrounds to work and learn together. Such students are more likely to pursue higher education and aim for professional career fields. In addition to fostering interaction among different groups of students, the program will provide opportunities for personal, academic, and career enhancement, and develop positive relationships among students from all ethnic, racial and economic groups.

(3) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented *e.g.*, science, and disabled students.

All students who enroll in the Med Pro 21 magnet program will receive equal treatment and equal access to all components of the project that are available to other students in the program at their grade level. Many services will be offered for the disabled, for the gifted and talented, and for the limited English proficiency students, and for any other groups, to the same extent that these services are offered at feeder schools. The only exception to this policy will be those students whose Individualized Education Plans (IEP's) or 504 plans expressly preclude them from participation in some specific aspect of the STEAMM curriculum. Careful attention will be paid to the racial/ethnic distribution of students in various curricular, instructional, and

enrichment activities promoted through the project. This information will be analyzed to ensure broad participation and interaction. The intentional decision to include the Arts in STEMM is a deliberate attempt to foster interaction among various social and ethnic groups and to replicate many of the positive results documented by the research on the connection between the Arts and children of poverty (Jensen, 2009).

Richland Two will recruit students for the four magnet schools who are underrepresented in STEM fields and programs, to include members of ethnic minorities, females, English Language Learners, and students with disabilities. These students will have the opportunity to participate in all activities fully. Females, especially, will be actively recruited due to the continuous research of underrepresentation in STEM. In 2013–2014, women in the United States earned more than half of degrees in the biological and biomedical sciences, but a smaller share of other STEM fields (Digest of Education Statistics (2015)).

<i>Percentage (%) of Degrees Earned by Women in Postsecondary Institutions</i>			
Content Area	Bachelor's	Master's	PhD
Biological and biomedical sciences	58.5	56.5	53.2
Math and Statistics	43.0	41.5	28.9
Engineering	18.4	24.4	22.7
Computer and information sciences	18.0	28.7	21.0

The STEAMM team, working with all faculty, will continuously refer to current statistics regarding the high demand for skilled workers in the STEM field. Working with the University of South Carolina School of Public Health and community partners, the magnet schools will include female mentors and classroom speakers, especially those who represent the students' ethnic and racial background, who are currently working in the STEM profession. These

professionals can provide information about the necessary educational preparation and additional volunteer experiences that would contribute to their knowledge.

Through the strategic *Med Pro 21* continuum, as students are recruited at the elementary level--excited through the hands-on learning opportunities and student-designed collaborations--they will become even more engaged as they continue at the middle school level. By the time these students begin high school, they will have the skills and knowledge to succeed in the rigorous coursework provided at Ridge View High School of the Arts & Sciences.

Richland Two provides specialized educational services for all special needs students. These students account for 13% of our total student population. Our highly skilled Instructional Support Services Department is known across the state for providing students with materials, equipment, and support needed to be successful--no matter what the disability. The Chief Instructional Support Services Officer at the district office level oversees the department. Support services are designed to help a student be ready and able to learn. The persons under the "Instructional Support Services" umbrella are those who provide counseling, consultation, prevention, referral and health services to students and their families to help the students address barriers to learning and to support the educational process.

Med Pro 21 includes providing specialized services for all students--and especially those students who do require additional support services to be successful. The STEAMM team has reviewed the Special Needs enrollment data for the proposed magnet schools:

Bridge Creek	Rice Creek	Kelly Mill	Ridge View
PK - 2 Low Incidence (12)	K - 3 Moderate/Severe (10)	Severe Autism (8)	Moderate Disabilities (12)
K - 3 Multi-	Grades 3 - 5	Autism Resource (15)	Mild Disabilities

categorical (12)	Moderate/Severe (10)		(10)
Gr. 3 - 5 Multi-categorical (12)	Preschool Inclusion (16)	Learning Disabilities (15)	Learning Disabilities (10)
2 Resource Teachers (44)	2 Resource Teachers (51)	3 Resource Teachers (41)	4 Resource Teachers (281)
		Developmental Therapy (10)	Behavior Support (15)
Speech (40)	Speech (46)	Speech (22)	Speech (19)
Total: 120	Total: 133	Total: 111	Total: 347

These teachers will be included in all professional development offerings. Further, they will be provided with specialized training as requested by the Instructional Support Services Dept., to include pediatric assistive technology switches, battery interrupters which can adapt many types of toys and devices for those with disabilities, and sensory materials. The program will supply inclusive learning devices which help children with impairments learn in many ways, such as through augmentative communication.

A unique course which ensures equal access and treatment for eligible students who have been traditionally underrepresented in courses or activities offered as part of the magnet school includes the Arts Leadership class. This elective class is open to any student in grades 10-12. Many students who are physically disabled do not have the ability to participate fully in a regular dance class. The dance teacher at Ridge View has written the curriculum for a dance inclusion class where special needs and non-special needs students participate in the Arts Leadership class. In this one-of-a-kind class, students facilitate, lead and mentor their Special Needs peers within a dance and theatre framework. At the end of the course, a production

performed and directed by the class is presented. Also, Sports Leadership is available. This course is designed for the upper-class student with strong leadership skills. In this unique class, students facilitate, lead and mentor Special Needs students within the sports framework to help prepare them for Special Olympics. Student relationships are formed through inclusionary strategies. It is the intent that with additional professional development on developing curricula, additional specialized courses will be created to bring together those students who have traditionally been underrepresented in these courses.

Richland Two has a strong team of English Language Learners (ELL) support specialists. Mr. O'Neill, ELL Lead Compliance Administrator, leads the team to ensure that all students who need additional supportive language services receive personalized attention. Among the four proposed magnet schools, there are fourteen non-English languages spoken and a total of 117 students who are identified as LEP.

School	Student Receiving ELL Services
Bridge Creek Elementary	28
Rice Creek Elementary	22
Kelly Mill Middle	41
Ridge View High	26
Total	117

Specialists provide a safe haven and nurturing environment for Richland Two's growing population of linguistically and culturally diverse students. They create a learning environment that encourages student pride in cultural heritage and provides the cognitive and affective support to help them become contributing members of society. This program, beginning in primary school and continuing through high school, provides each non-English or limited-

English proficient student the opportunity to be successful in academic areas and to develop English listening, speaking, reading and writing proficiency. Richland Two currently serves 1,700 students as LEP (Limited English Proficient) by Federal and State guidelines. Our LEP students speak sixty different languages and represent sixty-five different countries and/or territories of the United States. The top five languages spoken in our district are Spanish, Korean, Mandarin Chinese, Vietnamese and Arabic.

(4) The effectiveness of all other desegregation strategies proposed for the elimination, reduction, or prevention of minority group isolation (Section 4401(b) (1) of ESEA--ESSA)

The significant in-kind personnel contributions at the district level, including the Director of Parent & Family Education, the entire Communications Dept., including the Marketing Coordinator and its specialized videography team, and the Chief Diversity & Multicultural Inclusion Officer will provide a stable foundation. They will work collaboratively with the project director and the STEAMM team to ensure the effectiveness of the Med Pro 21 project. Each school will have targeted marketing and recruiting efforts to attract a racially and socioeconomically diverse student population. In addition, building teacher capacity to develop integrated magnet curriculum and implement innovative instructional strategies will equalize learning opportunities for all students. Med Pro 21 also has a purposeful focus on parent (parent centers) and community engagement (community outreach events) as effective desegregation strategies. Designing parent centers, hiring a recruitment coordinator, and creating opportunities for regular Med Pro 21 Advisory Council meetings ensures that the project outcomes for improving academic achievement and reduction of minority group isolation will ensure the school and community needs remain at the forefront of the magnet planning and implementation efforts. All desegregation activities are designed to create diverse

learning environments to better prepare students for a global society by reducing racial stereotypes and fostering cross-racial understanding.

(b) Quality of the Project Design (30 points).

The Secretary reviews each application to determine the quality of the project design.

Richland School District Two has selected four schools whose demographic enrollment data provide evidence of minority group isolation of African American students as compared with the district ethnicity average. The schools will create a vertically and horizontally aligned Science, Technology, Engineering, Arts, Math, and Medical (STEAMM) magnet continuum designed to attract more underrepresented students to their campuses and to close the achievement gaps among the various demographic sub-groups represented at these schools. Bridge Creek Elementary (Bridge Creek), Rice Creek Elementary (Rice Creek), Kelly Mill Middle (Kelly Mill), and Ridge View High (Ridge View) School all have African American populations in excess of the district average of 58%. Bridge Creek reports 68%, Rice Creek-76%, Kelly Mill-61%, and Ridge View reports 79%. A typical feeder pattern is that students from Bridge Creek go on to Kelly Mill and then to Ridge View. However, Rice Creek students usually go on to another middle school with high rates of African American students. This feeder pattern creates not only minority group but also socioeconomic isolation. Students from Kelly Mill matriculate to Ridge View after 8th grade. The strength of the Med Pro 21 proposal lies in its common magnet theme of Science, Technology, Engineering, Arts, Mathematics, and Medical (STEAMM) using a project-based instructional approach into a local system that includes an inclusive K-12 feeder pattern. It is conceivable that a kindergarten student at Bridge Creek or Rice Creek could graduate from Ridge View thirteen years in the future having been challenged academically and involved socially. Such students will be better prepared for higher

education or for the world of work, and they will be responsive citizens as a result of the rigor and community service activities which are integral components of the project design.

A continuous K–12 project-based STEAMM curriculum is also key to meeting the needs of our students whose parents are stationed at Fort Jackson, the largest Army basic training facility in the nation. The team has worked closely with the School Liaison Officer, as noted by her commitment (Appendix C). These highly mobile students transfer into the district, or move from the district, at all points of the school year. A highly rigorous, hands-on STEAMM program of study provides the depth and breadth of learning that these students need in order to easily transition from one school to another across the country, or abroad.

With the selection of the STEAMM theme for all four schools, a clearly articulated K-12 curriculum that is highly challenging and that provides meaningful opportunities for student and community engagement will attract a diverse pool of candidates for the student selection process. School and district focus groups and survey results have identified this theme as one that is appealing to parents, and as one for which they would consider transferring their children to another school in order to participate in such a program of study.

The Med Pro 21 project has unanimous support from the Board of Trustees and from the Superintendent who requested and received an endorsement from the Board to pursue MSAP funding. The Superintendent and the Board of Trustees understand that there are rigorous program standards and accountability measures which will be put in place leading to student success. Support will be provided at the highest levels in the district to assure that these standards and measures are met. The district's mission clearly supports the vision of the project:

In partnership with our community, Richland School District Two prepares all students for success by providing meaningful, challenging, and engaging learning experiences.

Richland Two is committed to creating a vivacious yet challenging classroom environment where the student is at the core of all decision-making. The STEAMM magnet theme supports the goal of producing high quality schools and high-achieving, responsible students.

The Med Pro 21 project is seeking federal MSAP support to build a highly rigorous magnet curriculum in a K-12 feeder pattern in southern Richland County, SC. With MSAP support, the district will implement the STEAMM focus in four schools, ultimately creating a seamless K-12 education program. Students will be able to enter the magnet school at any grade level and continue participation in this magnet sequence through high school graduation. The four primary components of the program are well developed:

- Student Academic achievement
- Student Health & Wellness
- School Character Education
- Administrator and Teacher Professional Development
- Parent and Community Outreach

The overarching goal or umbrella is to reduce or prevent minority and socioeconomic group isolation at all four schools. While each school has developed its own engaging activities, they align within these five primary components.

In determining the quality of the design, the Secretary considers the following factors: (1)

The manner to which the magnet will improve academic achievement for all students

The state of South Carolina, currently, is undergoing major changes in the assessments used for accountability purposes. As mandated in Chapter 18, Title 59 of the 1976 Code, the

Education Accountability Act was amended (May 2008) to provide for the development of a new statewide assessment program. This program, known as the Palmetto Assessment of State Standards (PASS), was first administered in the spring of 2009. PASS has been administered to South Carolina public and charter students in grades three through eight. Beginning in 2014, the name of the test was changed to SCPASS. SCPASS included tests in two subject areas: science and social studies. SCPASS test results were used for school, district, and federal (No Child Left Behind) accountability purposes. All students in grades four through eight took the SCPASS assessments. In 2016, the state implemented a new testing program for students in grades three through eight to measure achievement on the new SC College and Career Ready Standards for English/Language Arts and math. The assessments were administered online. The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance. All students in grades 3–8 are required to take the SC READY. SC READY is not timed, and computer-based and paper-based testing are available. As a continuously data-informed school district and because of the instability of assessments, the district also collects Measurement of Academic Progress (MAP) data for all students in grades K-8. MAP assessments are used to measure progress or growth in school. The scale used to measure student progress is called the RIT scale (Rasch unit). The RIT scale is an equal-interval scale to measure student academic growth from year to year.

Bridge Creek Elementary School

Students Meeting Students meeting MAP Target by Subject: Math
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	2013-2014		2014-2015		2015-2016	
	School	District	School	District	School	District
All Students	33.05%	38.09%	45.45%	41.90%	48.53%	38.89%
Ethnic Subgroups						
Black	32.38%	34.30%	41.74%	37.01%	46.35%	36.00%
White	46.00%	46.14%	60.00%	52.36%	51.02%	45.04%
Hispanic	19.35%	35.47%	43.75%	38.02%	51.52%	36.27%
Gender						
Female	32.47%	35.80%	48.39%	39.78%	45.45%	37.78%
Male	33.76%	40.30%	42.17%	44.03%	51.83%	40.02%
Free/Reduced	32.33%	34.02%	44.16%	36.82%	47.81%	34.77%
Pay Lunch	34.45%	41.88%	47.93%	46.99%	50.00%	43.28%

In reviewing MAP data for Bridge Creek Elementary by analyzing the percentage of students meeting their MAP growth targets by subject, the STEAMM team made several observations. As noted by the three-year trend for all students, the percentage of students meeting their MAP growth targets in math fluctuated with the school lagging behind the district average in 2013-2014. However, looking closely at the ethnic subgroups, during the first two years of comparison, the white students have outperformed their peers, followed by Black students, and then Hispanic students. In the final year of 2015-2016, the Black group scored lowest of the ethnic groups by 5%. Concerning the gender subgroups, male students outperformed female students in all years, with the exception of 2014-2015 where the male students scored 6.22% lower. Concerning socio-economic status, as defined in Richland School District Two, aligns with the Free/Reduced lunch status of the student. The district follows the

income eligibility guidelines established by the Department of Agriculture Food and Nutrition Service Child Nutrition Programs. As a participant in the National School Lunch Program, School Breakfast Program, Special Milk Program for Children, Child and Adult Care Food Program, and Summer Food Service Program, the district partners with Sodexo, an external food service provider to prepare and serve nutritious meals. In reviewing the MAP growth data, the “Pay Students” outperformed the comparison students in all years. Due to page limitations in this application, the full MAP data tables which includes Reading have been placed in Appendix D. All other state assessments have also been included in Appendix D.

Bridge Creek Elementary School’s team has worked hard to design a comprehensive magnet initiative that will improve student academic achievement for all students. Also, they have worked collaboratively with the other targeted schools in developing the Med Pro 21 project so that they may share successes. All schools plan to share effective technology software and devices to utilize fully the district’s one-to-one computing initiative. Bridge Creek also has Smartboard classrooms which will be used effectively. They plan to Skype with other model STEAMM magnet schools to collaborate on various projects, but they also plan to use other modes of communication to ensure that the project is fully realized, such as Google docs, common-access white boards, shared calendars, chat rooms, and other tools.

Student Academic component

For the lower grades, Bridge Creek will adopt the Engineering is elementary (EiE) program. EiE units use pedagogical methods based on a constructivist view of learning. Curriculum components include the following aspects:

Contextual Learning and Problem Solving EiE engineering design challenges show students how what they learn in school connects with the world around them.

Collaborative Learning and Teamwork Most EiE activities involve small-group work that encourages students to consider more than one solution or idea and work collaboratively.

Communication All EiE curricula develop students' communication skills and encourage them to share ideas in several ways: speaking, writing, drawing, and building.

Project-based Learning EiE's engineering design challenges engage students in inquiry. As they analyze their own data and make decisions about their designs, students engage with content, hone their critical-thinking skills, and take ownership of their learning. Because Bridge Creek has been using the project-based instructional approach for the past three years, this curriculum will provide additional rigor in the STEAMM areas so desperately needed.

Bridge Creek will also transform one classroom into an Engineering Robotics Lab. Teachers will use the Paxton Patterson STEM Train curriculum to engage students in hands on learning. This engineering program was specifically written for elementary students. All lessons promote NGSS and State Standards for Math and Reading/Writing. The teacher has access to many engineering kits that facilitate discovery, problem-solving, and creative thinking. This curriculum has four main themes:

- ***Creative Communications:*** Students engage in activities and begin to uncover the importance of communication in everything we do. They create portfolios, track STEM Train progress by developing labels, logos and packaging. They also learn to market to a targeted demographic.
- ***Elementary Engineering:*** Students begin to learn about different properties of materials, the strength of geometric shapes, and begin to formulate a basic understanding of engineering principals. While collaborating with their team, they conduct experiments and problem solve, analyze and apply basic engineering principles, and use resources efficiently and effectively.

- **Powerful Possibilities:** Students begin to learn how energy is used every day. They determine conductors and insulators, describe electronics, demonstrate switches, fuses, and electromagnets, and develop solutions using principals of electricity.
- **Totally Transportation:** Students learn about the ways we utilize transportation. They will demonstrate principles of flight using kites, paper airplanes, and helicopters, develop logistical plans for trains, demonstrate buoyancy, explore lift, thrust, and drag in a rocketry challenge. Along with these curriculum programs, Bridge Creek has designed many engaging activities that align with their STEAMM theme. Students will use a weather station to provide weather-related updates on the morning news show. They are also creating a botanical observatory where each grade level will have its own area for planting, harvesting, etc. to learn more about plant life. Their greenhouse will provide another stimulating learning setting to “get their hands dirty” by planting seeds and watching them grow into healthy green plants.

Bridge Creek will design a maker space to emphasize student creativity. This collaborative learning environment will inspire students to share materials and learn new skills. Students will create things that emanate from their imagination. It is craft, engineering, technology and wonder-driven. The most important quality of a makerspace is that it encourages creativity. A local children’s museum, EdVenture, is well known for their makerspace expertise, and they have agreed to help develop a high quality makerspace tailored to our students’ interests and designed with our age group in mind.

Bridge Creek also recognizes the strong link between academic achievement and the Arts. An expanding list of research studies presents compelling evidence connecting student learning in the arts to a wide spectrum of academic and social benefits. These studies document the habits of mind, social competencies and personal dispositions inherent to arts learning.

Additionally, research has shown that what students learn in the arts may help them to master other subjects, such as reading, math or social studies. Students who participate in arts learning experiences often improve their achievement in other realms of learning and life. As such, students who previously have not participated in the Arts will have access to instruction on the ukuleles, boom whackers, and other musical instruments.

Bridge Creek also plans to provide Advancement Via Individual Determination (AVID) strategies to help especially the low SES students to prepare them for eventual collegiate level work. Advanced Placement Via Determination (AVID) is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. This school-wide reform initiative has one primary goal to increase the enrollment of historically underrepresented and economically disadvantaged students in four-year colleges through increased access to and support in advanced courses at the middle and high school levels (Swanson, Mehan, & Hubbard, 1993; Watt, Yanez, & Cossio, 2002-2003). The program emphasizes placing these disadvantaged students in college preparatory classes and providing academic supports to increase the likelihood of success in those classes (Watt, Huerta, & Cossio, 2004). This evidence-based program will greatly enhance the Med Pro 21 project. The AVID College Readiness System is implemented at the elementary, secondary, and higher education levels. Though it operates as a system, each part may be implemented independently depending on a district's needs.

AVID Elementary (K-5) teaches students fundamental learning, study and academic behavioral skills. It is a foundational component of the AVID System designed to be embedded into the daily instruction of all elementary classrooms. AVID's strategies and philosophy of

educational opportunities for all students are threaded throughout the instructional day and across grade levels. AVID Elementary incorporates these common strategies:

- ✓ **Student Success Skills** – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.
- ✓ **Organizational Skills** – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.
- ✓ **Writing, Inquiry, Collaboration, Organization and Reading (WICOR) Lessons** – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.
- ✓ **Partnerships** – among students, classrooms, grade levels, families, and communities.

AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms, across entire grade levels, to impact school-wide structures. Because the middle and high schools in this continuum already use AVID strategies for student success, these elementary students will be prepared as they matriculate to middle school.

Student Health & Wellness

Bridge Creek will work collaboratively with the graduate student from the University of South Carolina to develop an elementary student health profile. Each student will be made aware of his/her health to include blood pressure, height, weight, etc. A “Chopped” healthy eating program, similar to the *Chopped* cooking competition show that is all about skill, speed and ingenuity where chefs compete before a panel of expert judges and turn baskets of mystery ingredients into an extraordinary three-course meal will be held. Our students will create healthy snacks and drinks that they can easily go home to prepare. Students will also have opportunities to exercise, do yoga, and other fitness activities. Finally, one classroom will be

transformed into a Medical Laboratory where students will begin their journey into the medical field of studies. Human skeletal systems and anatomical models will be used to make the connection for students to their own bodies. One side of the room will be simulated like a hospital room, to include a hospital bed, tray, blood pressure cuff, and other common equipment. The curriculum will be created working closely with the University of South Carolina and Palmetto Health Hospital.

Character Education

Bridge Creek understands that when students and staff have strong relationships, the climate of the school is positive. They focus on the 5 C's of critical thinking, collaboration, creativity, communication, and caring. These five character habits permeate all activities at the school, and students and staff are regularly recognized for displaying these positive life skills. They also have a mentoring program that provides opportunities for community members to support students. Adult members always say that they get more out of the mentoring program than they think the students do. All in all, years of research validates the value of mentoring.

Administrator and Teacher Professional Development

A core component of the Med Pro 21 program focuses on building administrator and teacher capacity through professional development. In Institute of Education Sciences (IES) sponsored review (Yoon, et. al., 2007) identified nine studies in the What Works Clearinghouse evidence standards and found that teachers who receive substantial professional development with an average of 49 hours in the nine studies can boost student achievement by 21 percentile points. The studies that had 30 hours or more of professional development showed a positive and significant effect on student achievement from professional development. Teacher and administrators at all four magnet schools will participate in at least 100 hours of professional

development per year. The professional development will be separated into 50% theme-based, such as EiE training, project-based learning with the Buck Institute, maker-space design with EdVenture, diversity strategies, and medical/healthcare curriculum development with the University of South Carolina. The other 50% of professional development will focus on AVID-elementary. These professional development activities will include formal workshops with follow-up coaching, professional learning communities, and train-the-trainer opportunities.

Parent and Community Outreach

Bridge Creek understands the critical importance of having an open door policy for parents and community members to feel welcomed. Therefore, a Parent Collaboration Room is planned where parents and others from the community can come in, have a relaxing area to chat with a teacher, help with classroom tasks, or just to store their belongings securely while they help out in a classroom. The area is being designed by school staff and the School Improvement Council. In focus group discussions, some parents mentioned that safety was an issue. In reviewing various child safety program, the Kid Gopher System was recommended. This electronic system reports over a 50% improvement in pick-up line speed. Another benefit is the additional security of ensuring the proper person (Gophers) is picking up children. This child safety system provides a level of comfort that parents can rely on. The KidGopher system utilizes encrypted technology with a secure user login. Our IT Department is aware of system capabilities and can train school administrators. Finally, students will plan for, host, and perform at large-scale Exhibition Nights. They will showcase their new-found learning for parents and community members to see, firsthand, at Bridge Creek Elementary.

Rice Creek Elementary School

Mathematics

	2013-2014		2014-2015		2015-2016	
	School	District	School	District	School	District
All Students	33.12%	38.09%	39.52%	41.90%	27.81%	38.89%
Ethnic Subgroups						
Black	32.92%	34.30%	36.73%	37.01%	27.35%	36.00%
White	34.94%	46.14%	48.39%	52.36%	34.78%	45.04%
Hispanic	34.38%	35.47%	46.15%	38.02%	35.00%	36.27%
Gender Subgroups						
Female	33.48%	35.80%	37.66%	39.78%	25.69%	37.78%
Male	32.79%	40.30%	41.52%	44.03%	29.79%	40.02%
Free/Reduced	29.39%	34.02%	40.08%	36.82%	25.94%	34.77%
Pay Lunch	37.22%	41.88%	38.86%	46.99%	30.48%	43.28%

In reviewing MAP data for Rice Creek Elementary by analyzing the percentage of students meeting their MAP growth targets by subject, the magnet school advisory team made several observations. As noted by the three-year trend for all students, the percentage of students meeting their MAP growth targets in math was much lower than the district average for all three years. Looking closely at the ethnic subgroups, for every year, the Rice Creek students lagged behind their peers, with the exception of the Hispanic students in 2014-2015 by outperforming the district average. Concerning gender subgrouping, male students outperformed female students in all years. The Pay Lunch students outperformed the Free/Reduced Lunch students in all years-which validates our lack of ability currently to reach our students of poverty.

Rice Creek has a school wide eFIT magnet program that is struggling. Many issues contribute to its lack of success, but perhaps the most impactful was that last year the school was taking on too many new initiatives. However, a new principal was hired last year with a honed sense of purpose and direction, and with the full support of the experienced faculty hopes to significantly revise the eFIT magnet to its once celebrated and highly respected school-wide magnet. For the 2016 magnet application period, only 40 students sought to attend the magnet. This year, only 49 students applied. Rice Creek will transform its school into Rice Creek School of Academics, Innovation, and Leadership (SAiL). The parents and students were so pleased with the new name because the school mascot is the dolphin. Notably “academics” is the first descriptor, as most important, because challenging academics will be stressed.

Student Academics

Rice Creek will also introduce students to STEAMM through EiE at the lower grades and STEM Train facilitation activities for the upper levels. Students will also have the opportunity to take temperature and other weather-related readings using the elementary-friendly weather station. They will also embed AVID strategies within their daily instruction because they have heard the middle and high schools talk about the benefits of implementing the program.

Additional similar activities at Rice Creek include the maker space for student creativity, and arts instruction which is currently lacking. The school will also provide an extended day program for those students who need additional academic remediation and are struggling to keep up in the classroom with their daily work. Bridge Creek has a creek located on the campus, so teachers are planning to expand their outdoor classroom to include hands-on learning activities that would include using the creek and surrounding area to bring the study of science to life. Indeed, the outdoor classroom will provide the venue for numerous project-based

learning activities, such as testing the pH level of the streams, testing the composition of the soil, and measuring the rain to be reported on the school's news show.

Student Health & Wellness

Rice Creek Elementary students will also create individual student health profiles and compete in the "Chopped/Healthy Eating" program. The old eFIT exercise room will be outfitted with new stationary bikes, treadmills, and other exercise equipment. Youth-focused fitness posters will be posted around the room. Students will be made more aware of what it means to live a healthy lifestyle. They can share that knowledge with their families and others.

School Character Education

Rice Creek is a "Leader in Me" school. This character education program uses Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The Leader in Me provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school. Content from The 7 Habits of Highly Effective People is a key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

Rice Creek also has a mentoring program that it will expand to include more adult mentors for students who need support or just an adult friend who will listen.

Administrator and Teacher Professional Development

Rice Creek is committed to the Med Pro 21 project. As noted by the school's signatures in Appendix C, 100% of teachers and administrators are "all in." Like Bridge Creek, the

professional development will be separated into 50% theme-based, such as EiE and Paxton Patterson training, maker-space design with EdVenture, diversity and multicultural inclusion strategies, and medical/healthcare curriculum development with the University of South Carolina. The other 50% of professional development will focus on AVID-elementary.

Parents and Community Outreach

Rice Creek, like Bridge Creek, has heard parent grumblings about safety at school. With the purchase of the Kid Gopher or a similar student safety system, parents will recognize that their suggestions were met with respect and genuine understanding. Also, Rice Creek is designing an inviting parent collaboration area so that parents will have their own “space” to meet with teachers, help with tasks, or just to talk with other parents. Rice Creek will also host large scale student exhibition days called “Leadership Days” for the community.

Kelly Mill Middle School

	Mathematics					
	2013-2014		2014-2015		2015-2016	
	School	District	School	District	School	District
All Students	32.77%	36.16%	26.25%	37.22%	35.41%	44.60%
Ethnic Subgroups						
Black	31.18%	32.97%	24.68%	33.96%	34.51%	41.48%
White	35.78%	40.33%	32.99%	42.99%	34.41%	50.26%
Hispanic	32.35%	39.83%	31.11%	38.69%	43.14%	41.33%
Gender Subgroups						
Female	28.62%	35.27%	25.00%	35.54%	35.57%	44.29%
Male	36.75%	37.02%	27.46%	38.87%	35.26%	44.90%
Free/Reduced	29.94%	33.19%	23.16%	33.00%	34.56%	39.71%

Pay Lunch	35.42%	38.57%	29.84%	40.88%	36.69%	49.22%
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The math MAP data for Kelly Mill is troubling. “All students” have not met the district’s growth average for the past three years. Ethnic subgroups mirror this lack of achievement—among Black, White, and Hispanic subgroups; only in 2015 did the Hispanic subgroup outperform the district. Males are not progressing at similar levels compared to their peers across the district. Regarding SES, the full pay students are experiencing a widening achievement gap when compared to the district’s. The gap was only 3.15% in 2014, then it rose to 11.04%, and most recently in 2016, the gap widened to 12.50%. A rigorous curriculum with highly trained teachers within a supportive environment will bring about much needed changes.

Student Academics

Kelly Mill already has invested in the Paxton Patterson hands-on learning units for engineering which will be familiar to the students coming from Rice Creek. Teachers will revise the curriculum to include inquiry-based learning activities with science, technology, engineering, math, and medical collaborative projects. Kelly Mill has received AVID training and hopes to participate in additional training to “AVID-ize” the school. AVID Secondary (grades 7-12) develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. It acts as a catalyst for schools to develop a culture of college readiness for all students across the campus. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. AVID impacts students school-wide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading are taught in all classes by teachers who have been trained to use AVID strategies in their specific content areas. AVID classes offer tutorials that promote (a) student collaboration and inquiry, (b) motivational days involving field trips to colleges and presentations by guest speakers, and (c) academic skills classes that focus on

instruction in Cornell-style note-taking, test-taking and study skills, assignment tracking, and writing to learn (Mehan, Hubbard, & Villaneuva, 1994; Oswald, 2002; Watt et al., 2002-2003).

AVID Secondary goes beyond the AVID Elective course to affect an entire campus by creating a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond. AVID is implemented using these strategies:

✓ **The AVID Elective** is the core of AVID Secondary. It targets students in the academic middle–grades of B, C, and even D students—with the desire to go to college. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in their school’s toughest courses, such as Honors and Advanced Placement. To support them in the rigorous coursework, students learn organizational and study skills, develop critical thinking, learn to ask probing questions, and participate in enrichment and motivational activities to make their college dreams reality.

□ **AVID educators** are supported by an AVID site coordinator who is a respected site instructional leader and works well with secondary school personnel and college students. The AVID site coordinator organizes curriculum as well as activities for the AVID Elective classes and is committed to serving the needs of students. The coordinator also works with colleagues and counselors to implement AVID methodologies school-wide, place students in college-preparatory curriculum, and guide students through the college application process.

□ **AVID Parents** encourage their students to achieve academically, participate on an advisory board and in AVID parent and site team meetings, as well as maintain regular contact

with the AVID coordinator. Many parents and students also participate in AVID Family Workshops at their schools. Explore resources to help parents support their students.

Community Support is vital for a strong AVID Secondary implementation. The community can support AVID by providing speakers and summer apprenticeships for AVID students. Colleges can demonstrate their support of AVID in many ways, such as providing class speakers, offering college credit courses or summer programs to AVID high school students, or following the progress of AVID students during their college careers.

Kelly Mill recognizes the need to expose students, especially the low SES students to the Arts. Although they offer chorus and band, they do not currently offer dance. The principal is especially interested in offering dance because two other middle schools have dance competitions—which parents usually attend and talk among themselves for weeks later. Kelly Mill students should have the opportunity to experience dance lessons, but the district cannot provide the funding for such an expensive endeavor. MSAP funding could make that happen.

Kelly Mill wants to encourage student innovation via makerspace activities and students are excited about working with the EdVenture Museum to design with the new makerspace. They have heard about 3-D printers, but they have not used them. The students have also worked with one of the science teachers to design an outdoor learning area with an arena-style theater complete with tiered rows, a small stage, and a covered dry erase board. The other area would include a weather station and collaboration stations for scientific exploration. Kelly Mill will also provide an extended day program for those students who need additional academic remediation and are struggling to keep up in the classroom with their daily work.

Student Health & Wellness

Kelly Mill students will also create individual student health profiles and compete in the “Chopped/Healthy Eating” program. The school has also identified a large room which will be set up as a mock Minute Clinic. Students coming from Bridge Creek and Rice Creek Elementary will be ready for the advanced medical curriculum. With the help of Palmetto Health, the Kelly Mill Minute Clinic will be set up just like a hospital simulation room. At this level, all students will check blood pressure accurately, determine pulse/heart rate, and other medical targets that community members need to know. Health Fairs will enable students to work in the clinic to give advice on living a healthy lifestyle, monitoring blood pressure rates, and discussing the average weight for specific heights. Youth-focused fitness will also be common. Students will be made more aware of what it means to live a healthy lifestyle.

School Character Education

Kelly Mill Middle School uses the 7 Habits of Highly Effective Teens. This character education program will be especially familiar to Rice Creek students where their “Leader in Me” program provided a foundation for the 7 Habits. Sean Covey’s landmark 2014 book, *The 7 Habits of Highly Effective Teens*, has been to millions of teens: a handbook to self-esteem and success. The book applies the timeless principles of the 7 Habits to the tough issues and life-changing decisions teens face. Covey provides a simple approach to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, and get along with their parents, as well as tackle the new challenges of our time, like cyber bullying and social media. Kelly Mill students practice the 7 habits as part of the school’s culture-building focus. Kelly Mill also has a newly formed mentoring program that it will expand. Adult mentors are interested adult members of the community, local business leaders, and parents.

Administrator and Teacher Professional Development

All Kelly Mill administrators and faculty (100%), as noted in Appendix C, recognize the potential for *Med Pro 21* to transform their school into a thriving school-wide magnet. The core professional development component is critical in implementation of the project. The theme-based professional development will include working with the University of South Carolina on the development and implementation of the healthcare/medical curriculum, working with EdVenture on makerspaces, working with diversity consultants, working with the Buck Institute on project-based learning, working with 7 Habits representatives, and Paxton Patterson consultants as part of the continuous and valuable professional development cycle. Also, the school's administration and teachers will continue to participate in AVID professional development that will be in the form of formal workshops, conferences, coaching in the classroom, professional learning communities, and train-the-trainer opportunities.

Parents and Community Outreach

Middle school parents are just as concerned about the safety of their students. With the purchase of the Kid Gopher or a similar student safety system, they can rest easy. Kelly Mill is also designing a welcoming parent collaboration area so that when Bridge Creek and Rice Creek parents come over to their school, they will recognize that their presence is just as important at the middle school level as it was at the elementary level. We know this relaxing area will encourage parents to visit the school on a frequent and regular basis. Kelly Mill will also host large scale student exhibition days for the community. These days are highlights for students because they get to show the entire community their inquiry-based projects.

Ridge View High School

	Biology 1 / Applied Biology 2					
	2013-2014		2014-2015		2015-2016	
	School	District	School	District	School	District
All Students	74.03%	80.52%	67.85%	73.81%	75.14%	74.24%
Ethnic Subgroups						
Black	71.09%	73.41%	64.26%	66.82%	73.91%	67.40%
White	91.84%	94.13%	90.48%	90.12%	90.63%	92.05%
Hispanic	58.82%	75.89%	66.67%	68.06%	60.00%	67.66%
Gender Subgroups						
Female	77.78%	81.71%	70.59%	74.90%	80.95%	76.44%
Male	70.33%	79.24%	65.48%	72.76%	69.66%	72.60%
Free/Reduced	64.24%	69.19%	55.77%	61.65%	70.81%	63.43%
Pay Lunch	82.23%	86.90%	76.78%	83.16%	78.92%	83.09%

When reviewing End of Course Biology, these data provide an accurate picture of academic achievement. Reviewing the trend of “all students,” in 2016, the school outperformed the district by 0.9%. The achievement gap is evident when one compares the White average to the Black and Hispanic performance across all years. Additional support is needed to ensure students can learn the biology basics. In focusing on Free/Reduced Lunch subgroup, students are lagging behind their peers by, on average, 15% when compared to the district data.

Student Academics

Ridge View has the Paxton Patterson hands-on learning units for engineering which will be familiar to the students coming from Kelly Mill Middle. A concerted effort to revise the

sciences curriculum will especially make the content more relevant for students. Also, Ridge View has many AVID- trained teachers, but they hope to participate in additional training. At the high school level, AVID is an elective class. Ridge View plans to embed the AVID strategies across the curriculum in all classrooms so all students receive daily instruction and support to help them be successful academically. Ridge View will transform its daily schedule for the upcoming year. Courses will be integrated and taught on an A/B schedule. Two teachers from complementary subjects will collaboratively teach. If there are a total of 36 students for the two classes, 18 will be with one teacher and 18 will be with the other teacher. At times during the semester/year the entire cohort will have the flexibility to work together. Teachers have worked through the logistics for this innovative attempt to increase academic achievement, and course pairings have been determined. For example, a sample of course pairings includes Science and Arts, Technology and Health, Engineering and Humanities, Arts and Technology, Math and Arts, Medical and World Languages.

Ridge View High has a struggling Arts Program. Based on parent requests and magnet survey results, the school will include upgrades to their Arts Program to bring it up to the level of neighboring high schools. The chairperson of the Arts Department plans to set up a Black Box theatre where students will regularly showcase their talents cultivated through strengthening the arts program. They will also bring in professional guest artists who will work with students to help them understand and appreciate art.

Ridge View High has done research on creating a makerspace, and they are eager to work with EdVenture and students to offer this new innovation for their students. The closest high school near Ridge View created their own maker space last year, and students are requesting a similar area to be creative by designing their own originals.

Ridge View also has several outdoor courtyards where students typically congregate during lunch. To encourage fitness and to ensure that our Special Needs students can also participate in fitness activities, students will have access to a NEOS system. NEOS combines the speed and fun of electronic games with the explosive movement of aerobic exercise to create an exciting playground. Playing NEOS delivers a workout comparable to jogging or playing soccer and raising heart rates by an average of 20%. One courtyard will be transformed into a raised bed gardening area. Classes will care for their own gardening beds; this sense of ownership will encourage collaboration leadership skills and a sense of community.

Student Health & Wellness

Students will also create individual student health profiles and compete in the “Chopped/Healthy Eating” program. Ridge View has also identified a large room which will be part of the pre-med in Med Pro 21 project. The University of South Carolina School of Public Health and Palmetto Health Hospital will advise Ridge View on the medical simulation room. At this level, students will take advanced medical classes that focus on cell biology, genetics, disease, and other biomedical topics. The program prepares students for postsecondary education and training necessary for success in a wide variety of positions such as physician, nurse, pharmaceutical researcher, technician, etc.

School Character Education

Ridge View staff and students have P.R.I.D.E., core values, which are evident throughout the school: **P**roject an image of success; **R**eflect positive attitudes towards self & others; **I**ncorporate a "Gold Standard" of highest endeavor; **D**emonstrate self-discipline; and **E**ndeavor to be excellent. These core values are discussed especially with incoming freshmen so that they can develop their own understanding of what PRIDE at Ridge View High means to them. Their

mentoring group has been going strong for two years, and they continue to identify additional mentors for each upcoming school year.

Administrator and Teacher Professional Development

One hundred percent of teachers and administrators at Ridge View have provided their support for the project, as shown in Appendix. C. The 100 hours of professional development will be separated into theme-based Paxton Patterson training, Maker Space design with EdVenture, designing the curriculum for healthcare/medical, NEOS systems training with their representatives, and diversity and project based learning training. AVID professional development will comprise the other 50 hours.

Parents and Community Outreach

Ridge View needs a dedicated parent collaboration area. Several students and teachers have volunteered to work with parents and an external interior designer to create a purposeful environment that parents will want to visit.

Because Ridge View High's teachers have received some training in project-based learning through the Buck Institute, it is common for students to schedule and participate in Exhibition Night to share what they have learned as a culminating event. It is also common for community members to attend if they have provided professional guidance for the students or their mentees are doing presentations.

(2) The extent to which the applicant demonstrates that it has the resources to operate beyond the length of the grant

The Richland School District Two Board of Trustees is committed to reducing minority group isolation and increasing academic achievement throughout the district (Appendix C). The proposed **Med Pro 21** is one strategy for accomplishing those goals. The district is known

throughout the state as a leader in its Expanded Choice and Magnet Programs. Through these two programs, Richland Two families have access to a variety of specialized educational programs. Though students are assigned to schools based on their residential address, they may apply to a magnet school, a school with a magnet program, or another school within the district through the Choice program. Expanded Choice offers parents and students residing in Richland Two the opportunity to request permission to attend a school other than their residentially assigned school. In 1991, Richland Two offered The Learning Collaborative (TLC), its first magnet program. The program has a proven track record of success by offering a rigorous, intellectually stimulating academic environment. TLC students continue to score among the highest on state and national standardized academic assessments.

As noted in Appendix D, we have already brought many valuable partners to the table to assist with the implementation of Med Pro 21. A letter of support from a former school board member who is the Associate Dean for Practice and Health Policy and a Memorandum of Understanding from the Health Promotion, Education, and Behavior Department at the University of SC have already been finalized (Appendix C). EdVenture is also eager to begin working with teachers and students. Also several partners have provided letters of support for Med Pro 21 including Palmetto Health, the largest hospital in our area, the Buck Institute, The Boys & Girls Clubs, LS3P Architectural Design, the Quest Zone, and Sodexo Food Services. Palmetto Health has volunteered to offer access to their “left overs” storage area where we will select many furnishings that were used in their hospital rooms. Lastly, the SC Department of Education has agreed to work collaboratively with the team to ensure that professional development is of high quality, intensity, and duration to lead to improvements in practice among the teachers and administrators, as noted in their letter of support (Appendix C).

Our county's penny sales tax is a revenue source for the school district budget and consumer buying dropped dramatically in previous years. Like most public school districts across the nation, the school district is just now beginning to recover from recent budget reductions. Federal funds are requested to provide program components that are beyond the capacity of the district to provide. These funds will provide required personnel, curricular improvements, and activities that will make the magnet schools more attractive to diverse groups of students. Through the infusion of federal funding, the district will have the ability to implement high quality educational programs that will attract students and their families of underrepresented ethnic and socioeconomic groups in order to eliminate the minority group isolation of African American students thereby creating diverse school settings. Federal funds will provide the magnet schools with the necessary resources to establish a unique STEAMM continuum that will earn reputations for quality, innovation, achievement, and rigor.

Richland School District Two has a well-developed desegregation effort which was first implemented on a voluntary basis, as indicated in the attached documentation. The district has continuously operated its desegregation activities through local, state, and federal funding. The district has an unwavering commitment to utilizing magnet schools and programs to promote desegregation and foster interactions among various student groups and to improve experiences of students through innovative, standards-based activity-driven, rigorous curricula. This philosophy aligns with Frankenberg and Hawley's research (2009) that suggests that students who attend magnet schools have higher achievement and are given the opportunity to learn in schools that are more racially diverse. Med Pro 21 will provide an avenue to continue this long-standing tradition of magnet school success.

The district is also committed to sustaining the Med Pro 21 continuum after grant funding has ended, as evidenced by the current 37 magnet schools/programs which are thriving. As noted in the district's operating model in Appendix A, the district places a high priority on magnet school creation, effectiveness, and sustainability. The district will leverage activities undertaken during the grant period to facilitate the institutionalization of the magnet schools through strategic funding strategies that involve the using of state and local funding, intention planning, and ongoing searches for additional grant funding. The district has intentionally designed this MSAP budget so that supplies and materials necessary to create the program will be purchased. Then, after funding has ended, the maintenance and upkeep will be paid through the general budget. Also, a significant portion of the MSAP budget funds comprehensive professional development. The STEAMM team will use the train-the-trainer approach which will reduce the costs significantly after grant funds have been exhausted. Partners will also contribute significant in kind funds through the mentoring program at all four schools, and Palmetto Hospital will provide additional hospital furniture and equipment, as indicated in their letter of support in Appendix C.

(3) The extent to which the training/professional development provided are of sufficient quality, intensity, and duration to lead to improvements in practice (34 CFR 75.210)

The Med Pro 21 STEAMM team, including community stakeholders, has taken all the steps necessary to ensure that professional development is of sufficient quality, intensity, and duration to lead to profound improvements at all four targeted schools. The team has studied creating the magnet school continuum, maintaining its theme with integrity, and developing win-win partnerships. In early May, 2015, team representatives visited similar STEAMM magnet schools to learn about the schools' missions, aims, and goals. They agreed that this program will

assist with promoting diversity, increasing student academic achievement, increasing connections between students, parents, and teachers, and their school, community, and global environments, and will improve the capacity, including through professional development, to continue operating at a high performance level. Since year one will be a planning year, the project director, working with the magnet coordinators will reach out to the professional development consultants to schedule specific trainings and workshops. Teachers and administrative staff will develop annual professional development plans to strengthen evidence-based strategies (e.g. AVID). District level curriculum coordinators will also work collaboratively with the schools and participate in all professional development so that they will contribute to the sustainability of the project.

The **theme-based** professional development and assistance in the implementation of the Med Pro 21 project will comprise 50 hours of the total 100 hours of professional development that the administrators and faculty will document each year of the five year project. Med Pro 21 involves working with professional development consultants who are recognized in their fields for providing specialized training in their area of expertise:

- **The Magnet Schools Assistance Program Technical Assistance Center (MSAP Center)** is dedicated to building capacity in program management for magnet schools. This resource center provides magnet schools with technical support in evidence-based education practices relevant to program implementation, management, and sustainability as well as performance measurement and evaluation. The MSAP Center will help our magnet schools provide their communities with educational opportunities that promote diversity, academic excellence, and equity.
- **The Buck Institute for Education (BIE)** offers professional development on how to design, assess, and manage projects that engage and motivate students. BIE helps bring coherence to

PBL practices across grade levels and subject areas, and supports the creation of school-wide processes and structures to support PBL. Richland Two already has an established partnership for more than four years. The focus will be on expanding PBL initiatives in the targeted schools as well as designing a plan to sustain the PBL initiative once grant funding has been exhausted.

- **Engineering is elementary (EiE)** provides learner-centered workshops for administrators and teachers to build skills, knowledge, and confidence. EiE Project offers a variety of professional development workshops to foster student-centered, inquiry-based learning, while enhancing knowledge of engineering content.
- **EdVenture Children’s Museum** is a not-for-profit educational institution dedicated to creating new generations of lifelong learners through museum experiences, afterschool programming and camps. Its mission is to inspire children, youth and the adults who care about them to experience the joy of learning as individuals, as families and as a community. In 2011, they were awarded the National Medal for Museum and Library Services. EdVenture staff work with schools to design and build high quality makerspaces that provide hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in science and “making.” Their workshops will focus on designing-refining each school’s makerspace.
- **The University of South Carolina Arnold School of Public Health** is the primary public health research and education resource for South Carolina. The school prepares the next generation of professional practitioners to serve communities and impact disease prevention through public health education and intervention. They will provide professional development on designing the student health profile as well as the healthcare/ medical curriculum.
- **The University of South Carolina, College of Nursing, Dr. Stephanie Burgess**, will provide consulting to ensure that the curriculum is rigorous and comprehensive. As an Associate Dean

of Practice and Health Policy, her training will be valuable for designing the minute clinics and the Clinic simulation rooms at the schools. She and a graduate student will also work with representatives from the Arnold School of Public Health in designing the student health profile.

- **Paxton Patterson representatives** will provide training on the many new modules identified in the Med Pro 21 project. These modules will provide students with hands on learning opportunities leading to careers in the Health Sciences related to medicine, nursing, and health science programs-from biomedical engineering to veterinary medicine.
- **Leader in Me** representatives will also provide professional development on the character education component of Med Pro 21. The Leader in Me provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school. Content from The 7 Habits of Highly Effective People is a key component of The Leader in Me process. The Leader in Me is also aligned to SC state academic standards.
- **Dr. Donna Elam**, a nationally recognized authority in diversity and cultural competence research and training for educational, business, governmental, and community agencies, will provide additional diversity and cultural competence training for all administrators and staff. S

The **AVID-focus professional development** and assistance in the implementation of the Med Pro 21 project will comprise 50 hours of the total 100 hours of professional development that the administrators and faculty will document each year of the five year project. AVID provides many professional development opportunities in the form of summer institutes, leadership for college readiness trainings, national conference, advanced professional learning workshops, and webinars that are 90 minute segments. AVID professional development opportunities are designed in year 1 for the beginner and are scaled through year 4 and beyond. This

customization is very important so that administrators and teachers will strengthen their knowledge of AVID each year for the full five years of the project.

An orientation has been tentatively scheduled for October 2017 where all administrators, teachers, and district office staff will attend. The project director will provide an introduction—a review for some--of the Med Pro 21 project. Administrators and teachers will gain a holistic understanding of the curricular model of the program. These topics will be explained in depth: goals of the project, specific performance measures, curriculum documents, and assessments included in assessing the success of the project. They will gain an understanding of project standards and practices and the district and school logic models for the Med Pro 21 project.

The project director and magnet coordinators will provide all schools with a customized list of opportunities that are necessary for implementing the curriculum as well as enhancing professional development opportunities in years 2-5. On-going professional development activities will continue long after grant funding has ceased.

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

Evaluators have played a prominent role in using and developing the logic model. This may be why the logic model is often called an "evaluation framework." In fact, the origins of the logic model go back to Suchman (1967) and Weiss (1998). Other early influences were Bennett's (1976) hierarchy of evidence that was developed to evaluate the effectiveness of Extension programs, and Wholey's (1979) evaluability techniques, developed to determine if a program is ready for evaluation. This work was a result of evaluators being asked to evaluate impact and finding that goals and objectives were vague; finding that programs did not exist or were not being implemented in a way that would achieve the expected results; and seeking new approaches for measuring causality [Bickman (1987), Chen (1990) theory-driven evaluation and

Weiss (1997) theory-based evaluation]. Development and use of logic model concepts continues to result in a broad array of theoretical and practical applications. The Med Pro 21 Project has been thoughtfully designed and is supported by strong theory. This conceptual framework identifies key components of the project that are critical to achieving the specifically relevant outcomes. As noted in the following district-level logic model and the 4 school logic models, the continuum provides clearly articulated project outcomes leading to a strong impact.

**Richland School District Two
Med Pro 21: District Level Logic Model**

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
1 Project Director 4 Magnet Coordinators Marketing Coordinator Recruiting Coordinator Finance Department USC Evaluation Team MSAP Office MSAP Center MSAP funding Knowledge of evidence-based strategies Portable technology for all students, teachers, and administrators Partnerships with IHEs, medical agencies, and business and industry for mentors, class visits, and problems for project-based learning	Plan social media and marketing campaign Schedule regular, robust recruitment events for targeted magnet schools Develop student magnet lottery system to reduce minority group isolation and increase socioeconomic diversity Educate parents and community stakeholders about magnet offerings through various partnerships Evaluators collaborate with project and school staff to develop implementation rubrics. Monthly meetings with project staff & evaluators. Provide district-wide professional development on evidence-based strategies that promote racial and socioeconomic integration Provide PD for teachers and administrators in evidence-based strategies (e.g. AVID) and magnet theme-based strategies Create parent resource centers for each school Create a diverse magnet advisory council at each school Develop additional partnerships with local colleges, universities, and businesses. Develop student health profiles Develop targeted summer programs	Marketing and recruitment materials developed and disseminated Host regular recruitment events for each targeted magnet school (e.g. magnet fairs, school tours) Student magnet choice lottery conducted Implementation rubrics developed for each school All teachers and administrators participate in PD on strategies that promote racial and socioeconomic integration, evidence-based strategies (e.g. AVID), and magnet theme-based strategies Magnet themes operationalized at each school Parent resource centers created at each school A magnet advisory council created at each school Additional partnerships established with local colleges, universities, and businesses Student health profiles developed Students receive summer learning opportunities	Increased # of magnet applicants Increased magnet school enrollment Increased teacher confidence in delivering instructional components of <i>Med Pro 21</i> Increased instructional effectiveness Increased student engagement Increased parent, community, and partner involvement with magnet schools	Increased socioeconomic and racial diversity in magnet schools Improved student perceptions of their academic success Increased student interest in STEAMM careers Increased interactions with students of different social, economic, ethnic, and racial backgrounds Improved school climate Improved student preparation for a healthy lifestyle and for STEAMM-related careers	Improved student academic achievement Reduced summer learning loss Improved student health profiles Increased high school graduation rates Decreased disparities in graduation rates Increased college- and career-readiness Increased sense of belonging among students. Enhanced collaboration across schools in the district <i>Med Pro 21</i> project sustained beyond funding period

Context:

- Low racial and socioeconomic diversity in school • Limited STEAMM curriculum • Lack of financial resources

**Bridge Creek Elementary School
Med Pro 21: School Level Logic Model**

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Dedicated principal Magnet Coordinator School Bookkeeper USC Evaluation Team MSAP Office MSAP Center MSAP funding Knowledge of evidence-based strategies Portable technology (laptops or tablets) for all students, teachers, and administrators Partnerships with IHE, medical agencies, and business & industry for mentors, class visits, and problems for project-based learning	Plan social media and marketing campaign Schedule regular recruitment events Use student magnet choice lottery system Educate parents and community stakeholders about magnet offerings through various partnerships Evaluators collaborate with staff to develop implementation rubrics Monthly meetings with project staff and evaluators Provide district-wide professional development on evidence-based strategies that promote racial and socioeconomic integration Provide PD for teachers and administrative staff in evidence-based strategies (e.g. AVID) and magnet theme-based strategies Create parent resource centers for each school Create a diverse magnet advisory council at school Develop additional partnerships with local colleges, universities, and businesses Develop student health profiles Develop targeted summer programs	Marketing and recruitment materials developed and disseminated Host regular recruitment events (e.g. magnet fairs, school tours) Student magnet choice lottery conducted Implementation rubrics developed for school All teachers and administrative staff participate in PD on strategies that promote racial and socioeconomic integration, evidence-based strategies (e.g. AVID), and magnet theme-based strategies Magnet themes operationalized at each school Parent resource centers created at each school A magnet advisory council created at each school Additional partnerships established with local colleges, universities, and businesses Student health profiles developed Students receive summer learning opportunities	Increased # of magnet applicants Increased magnet school enrollment Increased teacher confidence in delivering instructional components of <i>Med Pro 21</i> Increased instructional effectiveness Increased student engagement Increased parent, community, and partner involvement with magnet schools	Increased socioeconomic and racial diversity in magnet schools Improved student perceptions of their academic success Increased student interest in STEAMM careers Increased interactions with students of different social, economic, ethnic, and racial backgrounds Improved school climate Improved student preparation for a healthy lifestyle and for STEAMM-related careers	Improved student academic achievement Reduced summer learning loss Improved student health profiles Increased high school graduation rates Decreased disparities in graduation rates Increased college and career readiness Increased sense of belonging among students Enhanced collaboration across schools in the district Med Pro 21 project sustained beyond funding period

Context:

- Low racial and socioeconomic diversity in school • Limited STEAMM curriculum • Lack of financial resources

Rice Creek Elementary School Med Pro 21: School Level Logic Model					
Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Dedicated principal Magnet Coordinator School Bookkeeper USC Evaluation Team MSAP Office MSAP Center MSAP funding Knowledge of evidence-based strategies Portable technology (laptops or tablets) for all students, teachers, and administrators Partnerships with IHE, medical agencies, and business & industry for mentors, class visits, and problems for project-based learning	Plan social media and marketing campaign Schedule regular recruitment events Use student magnet choice lottery system Educate parents and community stakeholders about magnet offerings through various partnerships Evaluators collaborate with staff to develop implementation rubrics Monthly meetings with project staff and evaluators Provide district-wide professional development on evidence-based strategies that promote racial and socioeconomic integration Provide PD for teachers and administrative staff in evidence-based strategies (e.g. AVID) and magnet theme-based strategies Create parent resource centers for each school Create a diverse magnet advisory council at school Develop additional partnerships with local colleges, universities, and businesses Develop student health profiles Develop targeted summer programs	Marketing and recruitment materials developed and disseminated Host regular recruitment events (e.g. magnet fairs, school tours) Student magnet choice lottery conducted Implementation rubrics developed for school All teachers and administrative staff participate in PD on strategies that promote racial and socioeconomic integration, evidence-based strategies (e.g. AVID), and magnet theme-based strategies Magnet themes operationalized at each school Parent resource centers created at each school A magnet advisory council created at each school Additional partnerships established with local colleges, universities, and businesses Student health profiles developed Students receive summer learning opportunities	Increased # of magnet applicants Increased magnet school enrollment Increased teacher confidence in delivering instructional components of <i>Med Pro 21</i> Increased instructional effectiveness Increased student engagement Increased parent, community, and partner involvement with magnet schools	Increased socioeconomic and racial diversity in magnet schools Improved student perceptions of their academic success Increased student interest in STEAMM careers Increased interactions with students of different social, economic, ethnic, and racial backgrounds Improved school climate Improved student preparation for a healthy lifestyle and for STEAMM-related careers	Improved student academic achievement Reduced summer learning loss Improved student health profiles Increased high school graduation rates Decreased disparities in graduation rates Increased college and career readiness Increased sense of belonging among students Enhanced collaboration across schools in the district Med Pro 21 project sustained beyond funding period
Context:					
<ul style="list-style-type: none"> • Low racial and socioeconomic diversity in school • Limited STEAMM curriculum • Lack of financial resources 					

**Kelly Mill Middle School
Med Pro 21: School Level Logic Model**

Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Dedicated principal Magnet Coordinator School Bookkeeper USC Evaluation Team MSAP Office MSAP Center MSAP funding Knowledge of evidence-based strategies Portable technology (laptops or tablets) for all students, teachers, and administrators Partnerships with IHE, medical agencies, and business & industry for mentors, class visits, and problems for project-based learning	Plan social media and marketing campaign Schedule regular recruitment events Use student magnet choice lottery system Educate parents and community stakeholders about magnet offerings through various partnerships Evaluators collaborate with staff to develop implementation rubrics Monthly meetings with project staff and evaluators Provide district-wide professional development on evidence-based strategies that promote racial and socioeconomic integration Provide PD for teachers and administrative staff in evidence-based strategies (e.g. AVID) and magnet theme-based strategies Create parent resource centers for each school Create a diverse magnet advisory council at school Develop additional partnerships with local colleges, universities, and businesses Develop student health profiles Develop targeted summer programs	Marketing and recruitment materials developed and disseminated Host regular recruitment events (e.g. magnet fairs, school tours) Student magnet choice lottery conducted Implementation rubrics developed for school All teachers and administrative staff participate in PD on strategies that promote racial and socioeconomic integration, evidence-based strategies (e.g. AVID), and magnet theme-based strategies Magnet themes operationalized at each school Parent resource centers created at each school A magnet advisory council created at each school Additional partnerships established with local colleges, universities, and businesses Student health profiles developed Students receive summer learning opportunities	Increased # of magnet applicants Increased magnet school enrollment Increased teacher confidence in delivering instructional components of <i>Med Pro 21</i> Increased instructional effectiveness Increased student engagement Increased parent, community, and partner involvement with magnet schools	Increased socioeconomic and racial diversity in magnet schools Improved student perceptions of their academic success Increased student interest in STEAMM careers Increased interactions with students of different social, economic, ethnic, and racial backgrounds Improved school climate Improved student preparation for a healthy lifestyle and for STEAMM-related careers	Improved student academic achievement Reduced summer learning loss Improved student health profiles Increased high school graduation rates Decreased disparities in graduation rates Increased college and career readiness Increased sense of belonging among students Enhanced collaboration across schools in the district Med Pro 21 project sustained beyond funding period

Context:

- Low racial and socioeconomic diversity in school
- Limited STEAMM curriculum
- Lack of financial resources

Ridge View High School Med Pro 21: School Level Logic Model					
Resources	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Dedicated principal Magnet Coordinator School Bookkeeper USC Evaluation Team MSAP Office MSAP Center MSAP funding Knowledge of evidence-based strategies Portable technology (laptops or tablets) for all students, teachers, and administrators Partnerships with IHE, medical agencies, and business & industry for mentors, class visits, and problems for project-based learning	Plan social media and marketing campaign Schedule regular recruitment events Use student magnet choice lottery system Educate parents and community stakeholders about magnet offerings through various partnerships Evaluators collaborate with staff to develop implementation rubrics Monthly meetings with project staff and evaluators Provide district-wide professional development on evidence-based strategies that promote racial and socioeconomic integration Provide PD for teachers and administrative staff in evidence-based strategies (e.g. AVID) and magnet theme-based strategies Create parent resource centers for each school Create a diverse magnet advisory council at school Develop additional partnerships with local colleges, universities, and businesses Develop student health profiles Develop targeted summer programs	Marketing and recruitment materials developed and disseminated Host regular recruitment events (e.g. magnet fairs, school tours) Student magnet choice lottery conducted Implementation rubrics developed for school All teachers and administrative staff participate in PD on strategies that promote racial and socioeconomic integration, evidence-based strategies (e.g. AVID), and magnet theme-based strategies Magnet themes operationalized at each school Parent resource centers created at each school A magnet advisory council created at each school Additional partnerships established with local colleges, universities, and businesses Student health profiles developed Students receive summer learning opportunities	Increased # of magnet applicants Increased magnet school enrollment Increased teacher confidence in delivering instructional components of <i>Med Pro 21</i> Increased instructional effectiveness Increased student engagement Increased parent, community, and partner involvement with magnet schools	Increased socioeconomic and racial diversity in magnet schools Improved student perceptions of their academic success Increased student interest in STEAMM careers Increased interactions with students of different social, economic, ethnic, and racial backgrounds Improved school climate Improved student preparation for a healthy lifestyle and for STEAMM-related careers	Improved student academic achievement Reduced summer learning loss Improved student health profiles Increased high school graduation rates Decreased disparities in graduation rates Increased college and career readiness Increased sense of belonging among students Enhanced collaboration across schools in the district Med Pro 21 project sustained beyond funding period
<p>Context:</p> <ul style="list-style-type: none"> • Low racial and socioeconomic diversity in school • Limited STEAMM curriculum • Lack of financial resources 					

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

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

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time. . . .

The management of the Med Pro 21 project will be provided at several levels. The Richland Two Board of Trustees has ultimate responsibility for the project. The Board's immediate contact is the Superintendent, Dr. Debra W. Hamm. This project enjoys the strong support of the Board, as noted in attached letter of support, the Superintendent and the administration across the district. The organizational chart is included in Appendix B.

Richland School District Two has personnel that are experienced in the implementation and the administration of magnet schools and programs. Currently, there are ten school-wide magnet schools that were created through grant-funded initiatives and several district-funded magnets which operate as a school-within-a-school. The Med Pro 21 project will be implemented by the same team of professionals that was so successful in the creation of the district's other grant-funded projects. The proposed project director, Dr. Bakutes is well prepared and eager to begin the planning year of the project. Her duties are outlined in section b(2i) *Quality of Personnel* and include supervision of all personnel assigned to the magnet school through the present project and supervision of the efforts of district office staff who provide services to the target schools. Dr. Bakutes will work closely with the Director of Magnet Programs, Ms. Dawne Whitley, with Ms. Nancy Gregory, Chief Academic Officer, and with Dr. James Ann Sheley, Assistant Superintendent, to insure that MSAP initiatives and directive are consistent with all legislative directives and this proposed comprehensive project.

---The adequacy of the management plan to achieve objectives) within budget,

Richland Two's Business Services Department has been long recognized for its fiscal frugality. This office provides services to school district personnel in support of their activities and operations by providing support, training, and advocacy to enable principals and school staff to focus on instruction. It prepares financial and management reports and files state and federal grant reimbursement claims. It procures goods and services in accordance with the district's procurement code which is in conformance with the state of South Carolina's procurement code. It coordinates the annual financial and procurement audits and prepares the district's Comprehensive Annual Financial Report (CAFR). Based on the fine work of this office, Richland Two is the only district in South Carolina to receive an "AA" bond rating (highest) from the three national bond rating firms. Business Services has received awards from both the Association of School Business Officials and the Governmental Finance Officer's Association for excellence in financial reporting for twenty-five consecutive years. Their staff has been a part of the planning of this proposal. They assisted with the creation of the budget narrative and recognize the extremely positive impact that this project will have on the four targeted schools.

All budget funds are reasonable and align with the objectives of this proposal: promoting diversity by reducing and preventing minority group isolation; increasing student academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging State content standards and academic achievement standards; developing connections between students, parents, and teachers and their school, community, and global environments; and building the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.

Indeed, the performance measure for this project are of great importance to the Richland Two community in reducing the minority group isolation of African-American students in the four targeted schools as well as increased student academic achievement. The most effective method in these proposed magnet schools to attract additional students is to offer a curriculum that is of the highest quality. The magnet advisory board, based on focus group responses, believes the STEAMM curriculum provides a “perfect fit” for students and will achieve the performance measures stated in the evaluation plan described further in this proposal. The district is well prepared to implement the Med Pro 21 project on schedule and within budget. Our parents, students, and community will benefit immensely.

The budget has been developed by the collaborative team including principals and their administrative leadership, district office staff, and community partners. All MSAP-related purchases will be aligned with the submitted budget and approved by the project director. Administrative and fiscal control of the project remains with the project director. An organizational chart showing her position within the district has previously been provided at the beginning of the Quality of Management Plan section.

(The adequacy of the management plan to achieve objectives) including clearly defined responsibilities,

The quality of administration and staff within the management plan is critical to the success of any project. With the administration and staff in place who helped to implement other grant-funded magnet initiatives so successfully, the Med Pro 21 project will begin with seasoned leadership and vigor. Dr. Bakutes, proposed project director, has established strong working relationships with the district’s administrative team and has developed program operating procedures that are effective. She convened the team more than one year ago to begin the

creation of this proposal, and principals, teachers, students, parents, and partners have offered sound advice for strengthening the overall design of the project.

School magnet coordinators are the key to the successful implementation of Med Pro 21. They demonstrate strong curriculum development knowledge and experience to garner the respect of faculty members at their respective schools, and they have work collaboratively with the other targeted schools and outside partners to develop this proposal. As a result, they are highly skilled to provide training and guidance in the implementation of this magnet theme. While curriculum specialists at the district level will be available to assist the magnet coordinators, it is their responsibility to determine training needs and to assure that all teachers are fully prepared to implement the magnet program. Their success with staff development and with ensuring that appropriate equipment and materials are in place will be a positive factor in creating a sustainable magnet program after the federal funding has lapsed.

In additional to her other duties, the project director will meet quarterly with the Magnet School Advisory Board to provide updates on all performance measures, major milestones, and other important information. The Magnet School Advisory Board members are those staff members, student, parents, and partners who have met regularly to develop this comprehensive proposal. This rich environment will garner input and specific feedback on improving project performance, meeting project goals, and other important conversations.

Dr. Bakutes, proposed project director, will also hold monthly meetings with the *Med Pro 21 STEAMM Team* to monitor the progress of the project. One major outcome of the development of this proposal is that the team has already bonded: relationships are strong because they have created a common theme across all four schools. This STEAMM team will travel to the four schools on a rotating basis so that any new signage or updated areas can be

visited while at the school. For example, when Bridge Creek’s new parent collaboration area has been completed, the other schools will want to see how the room was set up, what type of furniture was purchased, etc. Monthly agendas will be posted in a Google folder so that all members can revise prior to the meeting. These meetings will last approximately two hours to ensure that schools have the opportunity to provide updates of all activities occurring for that month are shared, upcoming professional development dates are noted, and other important events. This meeting will also be valuable as it is a time when the whole team comes together to discuss any concerns that might have arisen and resolve with input from the entire team. This team includes a diverse group of dedicated educators who are eager to implement Med Pro 21:

#	Name	Title	Location
1	Kristen Eubanks	Principal	Bridge Creek ES
2	Keighley Wingard	Proposed Magnet Coordinator	Bridge Creek ES
3	Rebecca Bonig	Teacher	Bridge Creek ES
4	Hannah Agrelius	Teacher	Bridge Creek ES
5	Courtney Paul	Parent	Bridge Creek ES
6	Fernand Quintero	Student	Bridge Creek ES
7	Stacey Gadson	Principal	Rice Creek ES
8	Denise Webster	Proposed Magnet Coordinator	Rice Creek ES
9	Tia Meekins	Teacher	Rice Creek ES
10	Nikki Gilmore	Teacher	Rice Creek ES
11	Shambi Broome	Parent	Rice Creek ES
12	Bella Ward	Student	Rice Creek ES
13	Mark Sims	Principal	Kelly Mill MS

14	Dr. Ezetta Myers	Proposed Magnet Coordinator	Kelly Mill MS
15	Katie Patterson	Teacher	Kelly Mill MS
16	Lesa Steedly	Teacher	Kelly Mill MS
17	Monica Haddock	Parent	Kelly Mill MS
18	Alexia Pryor	Student	Kelly Mill MS
19	Dr. Brenda M.Foxworth	Principal	Ridge View HS
20	Ellen Harrison	Proposed Magnet Coordinator	Ridge View HS
21	Jennifer Coyne	Teacher	Ridge View HS
22	Lane Laney	Teacher	Ridge View HS
23	Julie Ann Dixon	Parent	Ridge View HS
24	Victoria Jackson	Student	Ridge View HS
25	Dr. Arlene Bakutes	Proposed Project Director	District Office
26	To be hired	Recruitment Coordinator	District Office
27	Dr. Theresa Riley	Marketing Coordinator	District Office
28	Dr. Robert Johnson	External Evaluation Team	USC
29	Dr. Diane Monrad	External Evaluation Team	USC

The teachers who will serve on the STEAMM team are part of the Faculty Advisory Council which is a group of teachers across the district that meet regularly with the Superintendent to discuss topics of interest. The parents who will serve on the STEAMM team are PTO, PTA, or SIC leaders at their school who will provide updated information to their respective parent groups about the status of the Med Pro 21 project. Lastly, the students who serve are student

leaders at their schools and are known to speak out by providing their opinions on various school topics ranging from dress code policies to bathroom cleanliness.

(The adequacy of the management plan to achieve objectives) including clearly defined timelines, and milestones for accomplishing project tasks.

The timeline below outlines major activities and the sequence in which they will occur. The chart below shows that all performance measures are aligned with major project activities. The person responsible and evidence have already been determined in the implementation plan.

Year 1: Oct. 2017-Sept. 2018

Major Activities for Planning Year	Ob.	Who?	Jan- Mar	Apr- June	July- Sept	Oct- Dec.
Notification of funding	n/a	USDE				•
Bring staff, external evaluation team, and partners together to confirm initiative and plan implementation	All Obj.	Project Director (PD)				•
Confirm specific dates for project events, beginning with widespread press release announcement of grant	1.4	PD				•
Host magnet orientation training for principals, staff, district specialists, and support staff.	Obj. 4 [all]	PD and Magnet Schools of America (MSA)				•
“Scream the theme” collaboration sessions for all schools	1.3, 1.4, 3.5, 3.6,	PD			•	•
Host “Implementation Rubric” meeting to ensure that all staff	All objectives	PD, Evaluation Team	•	•	•	•

involved are fully informed	.					
Meet with Finance Ofc. to confirm budget account numbers	All objectives	PD	•	•	•	•
Conduct model site visits to exemplary magnet schools	1.1, 1.2, 1.6,	PD and STEAMM Team	•	•	•	
Order supplies and equipment, as identified in the budget	All objectives	PD				•
Schedule professional development with professional consultants	Obj. 4 [all]	PD and principals	•			•
Begin public media campaign with Recruitment Coordinator (Recruit) and Marketing Coordinator (Market)	1.3, 1.4, 1.5, 1.6	PD				•
Disseminate Choice information	Obj. 1 [all]	PD and Recruit				•
Participate in district-wide Choice Fair	Obj. 1 [all]	All team members	•	•	•	•
Publicize Bridge Creek and Rice Creek Elementary and Kelly Mill Middle as new school-wide magnets	1.3, 1.4	PD, Market, and Recruit	•	•	•	•
Publicize Ridge View High School as a revised magnet school	1.3, 1.4	PD, Market, and Recruit	•	•	•	•
Hold magnet school orientations at all	1.3, 1.4	External	•			•

schools		consultant from MSA				
Meet monthly with MSAP STEAMM Team	All objectives	PD	•	•	•	•
Meet quarterly with MSAP Advisory Board	All objectives	PD	•	•	•	•
Begin and monitor curriculum development	Obj. 2	PD	•	•	•	•
Begin project-based pedagogical training sessions	Obj. 2	PD	•	•	•	•
Monitor student recruitment efforts	1.3	Recruit	•	•	•	•
Publicize when magnet school lottery applications are due	Obj. 1	Market	•			
Hold school Choice lottery	Obj. 1	Registrar	•			
Notify students of magnet school enrollment	Obj. 1	Registrar	•			
Attend MSAP Washington meeting	All objectives	PD and STEAMM team	•			
Submit APR, include data as instructed	All objectives	PD, Evaluation Team	•			
Collect climate survey responses for students, parents, teachers	All objectives	Evaluation Team	•			
Encourage students as they take the state assessment	Obj. 2	STEAMM Team				
Attend national MSA conference	All	PD, STEAMM		•		

	objectives	Team				
Conduct formative evaluation; meet with evaluators	All objectives	PD	•	•	•	•
Encourage students as they take the state-wide student assessments	Obj. 2	STEAMM Team		•		
Survey parents, teachers, students, and partners	Obj. 3	Evaluation Team		•		
Collect data for summative evaluation	All objectives	Evaluation Team		•	•	
Submit Year 1 Post-hoc Annual Performance Report	All objectives	PD and Evaluation Team				•
Coordinate Summer Institute-professional dev.	Obj. 4	PD		•	•	
Schedule and host SWOT analysis for four targeted schools	All obj.	PD				

Persons Responsible and major **milestones** accomplished in Year One include

- Marketing Coordinator-Distribute media press release of MSAP grant award notification
- Marketing Coordinator-Develop multi-media campaign for all four schools
- Recruitment Coordinator-Conduct intensive outreach for families of students attending private schools, being home schooled, attending virtual schools, and other audiences
- Project Director-Update signage at all schools to “scream the theme”
- Project Director and Principals-Create parent collaboration areas at all schools

- Project Director and Chief Teaching & Learning Officer-Confirm academic year and summer professional development plan, as indicated in project design
- Project Director-Develop meeting schedules for Advisory Board and STEAMM Team
- Project Director-Plan a visitation schedule of model magnet schools for elementary, middle, and high schools which have been successful in reducing and preventing minority group isolation and increasing socioeconomic diversity.

Year 2: Oct. 2018-Sept. 2019

Major Activities for Planning Year	Obj.	Who?	Jan- Mar	Apr- June	July- Sept	Oct- Dec.
Bring staff, external evaluation team, and partners together to confirm task-plan for Yr. 2	All obj.	Project Director (PD)				•
Open and publicize four schools as whole-school magnets	All Obj.	Principals, Market			•	
Host magnet orientation training for new staff and others.	Obj. 4 [all]	PD and MSA				•
“Scream the theme” advanced collaboration sessions for schools	1.3, 1.4, 3.5, 3.6,	PD			•	•
Continuously review Implementation plan to ensure all staff involved are fully informed of the tasks required in the project	All obj.	PD, Evaluation Team	•	•	•	•
Meet with USC to design the health profile for students	4.9, 4.10	PD USC			•	

Meet continuously with Finance Ofc. to update status of budget	All obj.	PD	•	•	•	•
Conduct model site visits to exemplary magnet schools	1.1, 1.2, 1.6,	PD and STEAMM Team	•	•	•	
Order Yr. 2 supplies and equipment, as budgeted	All obj.	PD				•
Schedule professional development with consultants	Obj. 4 [all]	PD and principals	•			•
Begin high level public media campaign	1.3, 1.4, 1.5, 1.6	PD Recruit, Market				•
Disseminate Choice information	Obj. 1 [all]	PD and Recruit				•
Participate in district-wide Choice Fair	Obj. 1 [all]	STEAMM Team	•	•	•	•
Publicize Bridge Creek and Rice Creek Elementary and Kelly Mill Middle as new school-wide magnets	1.3, 1.4	PD, Market, Recruit	•	•	•	•
Publicize Ridge View High School as a revised magnet school	1.3, 1.4	PD, Market, Recruit	•	•	•	•
Hold magnet school orientations at all schools	1.3, 1.4	MSA	•			•
Meet monthly with MSAP STEAMM Team	All obj.	PD	•	•	•	•
Meet quarterly with MSAP Advisory	All obj.	PD	•	•	•	•

Board						
Begin and monitor health care curriculum development	Obj. 2	PD	•	•	•	•
Begin project-based pedagogical training sessions	Obj. 2	PD	•	•	•	•
Monitor student recruitment efforts	1.3	Recruit	•	•	•	•
Publicize when magnet school lottery applications are due	Obj. 1	Market	•			
Hold school Choice lottery	Obj. 1	Registrar	•			
Notify students of magnet school enrollment	Obj. 1	Registrar	•			
Attend MSAP Washington meeting	All obj.	STEAMM Team	•			
Submit APR, include data as instructed	All obj.	PD Evaluation Team	•			
Collect climate survey responses for students, parents, teachers	All obj.	Evaluation Team	•			
Encourage students as they take the state-wide assessment	Obj. 2	STEAMM Team		•		
Attend National MSA conference	All obj.	STEAMM Team		•		
Conduct formative evaluation; meet with evaluators	All obj.	PD	•	•	•	•
Survey parents, teachers, students, and	Obj. 3	Evaluation		•		

partners		Team				
Collect data for summative evaluation	All obj.	Evaluation Team		•	•	
Submit Year 2 Post-hoc Annual Performance Report	All obj.	PD Evaluation Team				•
Coordinate Summer Institute-professional dev.	Obj. 4	PD		•	•	
Schedule and host SWOT analysis for four targeted schools	All obj.	PD				

Major **milestones** accomplished in Year Two include

- Project Director-Make adjustments to the implementation plan based on performance measures from year one and especially the school climate survey data
- Marketing Coordinator-Review, improve, and activate multi-media campaign for all schools
- Recruitment Coordinator-Conduct intensive outreach for families of students attending private schools, being home schooled, attending virtual schools, and other audiences
- Project Director and principals-Add additional signage at all schools to “scream the theme”
- Project Director and principals-Improve parent collaboration areas at all schools
- Magnet Coordinators-Confirm professional development plan, as indicated in project design
- Project Director-Develop Year Two meeting schedules for Med Pro 21 Advisory Board and the STEAMM team

- Project Director-Plan additional visitation schedule of model magnet schools for elementary, middle, and high schools which have been successful in reducing and preventing minority group isolation and increasing socioeconomic diversity.

For the sake of brevity, during years 3 -5, similar activities that contribute directly to meeting the specified objectives will be completed with fidelity. The major **milestones** accomplished in Year 3-5 include these tasks:

- Project Director-Continue to make annual adjustments to the implementation plan based on performance measures from year one and especially the school climate survey data
- Marketing Coordinator-Continue to review, improve, and activate multi-media campaign for all schools based on prior year's feedback on the effectiveness of the campaign in recruiting students to the magnet schools which reduces and prevents minority group isolation and increases socioeconomic diversity
- Recruitment Coordinator-Continue to provide intensive outreach for families of students attending private schools, being home schooled, attending virtual schools, and other audiences
- Project Director and principals-Continue to mount additional signage to "scream the theme" at each targeted school
- Project Director and principals-Continue to improve parent collaboration areas at all schools based on parent feedback regarding the effectiveness of meeting the needs of the parents
- Magnet Coordinators-Continue to revise professional development plans, as indicated in project design
- Project Director-Continue to develop annual meeting schedules for Med Pro 21 Advisory Board and the STEAMM team

- Project Director-Continue to plan additional visitation schedules of model magnet schools for elementary, middle, and high schools that have been successful in reducing and preventing minority group isolation and increasing socioeconomic diversity.

The project director will continue with the implementation plan. The Recruitment Coordinator and Marketing Coordinator will continue to play important roles in publicizing the accomplishments of the school-wide magnets, such as winning a robotics competition, being STEM certified by AdvancED, or achieving the Magnet School of Distinction through the Magnet Schools of America. We have found that when parents hear about the accomplishments of the magnets, they want their children to attend.

(2) How the applicant will ensure that a diversity of perspectives are brought to bear

Because our Med Pro 21 Advisory Board, providing support for our STEAMM team is comprised of a dedicated group of individuals, our comprehensive proposal is founded on diverse perspectives. In fact, they closely mirror the actual diversity of our district. These professionals will provide a wide variety of perspectives for the project:

#	Name	Title	M/F	Ethnicity
1	Dr. Baron Davis	Superintendent-Elect	M	B
2	Dr. Chip Jackson	County Councilman	M	B
3	Dr. Helen Grant	Chief Multi-cultural & Inclusion Officer	F	B
4	Nancy Gregory	Chief Academic Officer	F	W
5	Melissa Olivares	ESOL Lead Teacher	F	H
6	Martha Jones	Exec. Dir. of Strategic Partnerships	F	W
7	Hector Pineda	Parent	M	H
8	Shambi Broome	Parent	F	B

9	Val Richardson	Palmetto Health	F	B
10	Dr. J. A. Sheley	Assistant Superintendent	F	W
11	Dr. Theresa Stephens	Marketing Coordinator	F	B
12	Dr. Shawn Suber	Director of Special Projects	M	B
13	Dr. S. Burgess	Univ. of South Carolina; Healthcare	F	W
14	Dr. Shawn Suber	District Director of Title I	M	B

As Med Pro 21 is rolled out, a variety of activities will encourage a wealth of perspectives. We have included specific activities that will encourage participation in this project by requesting a significant amount of funding for each school’s marketing media blitz. After all, if people in the community are not aware that the schools are being transformed into school-wide magnets, they will not come out to attend the engaging activities. The Marketing coordinator has worked with the writing team, external partners, parents, and students to design a communication plan to ensure that the successes of the project are properly documented:

Communication Plan				
Classroom	School	District	State	National
Twitter	Twitter	Twitter	Twitter	Twitter
Instagram	Instagram	Instagram	Instagram	Instagram
Facebook	Facebook	Facebook	Facebook	Facebook
You-Tube	You-Tube	You-Tube	You-Tube	You-Tube
News letter	Newsletter	Newsletter	Newspapers	Conferences
Teacher and Student Stories	Magnet Signage Yard Signs	School Highlights	Legislative visits	Capitol Hill visits

Teacher and Principal Blogs	PTO, SIC, Med Pro 21 committee	Faculty Advisory Council	Superintendent's Roundtable	Former magnet students as legislative aides
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Although this communication plan will be refined and improved, the STEAMM team is prepared to “scream the theme” about its four new school-wide magnets. Social media is useful in informing parents and community stakeholders about the schools’ accomplishments. The district has the ability to produce videos that will be uploaded to You-Tube. Also, the STEAMM team and parents will visit Capitol Hill annually to share the amazing results produced by the Med Pro 21 continuum. In prior years of visiting on Capitol Hill, we have found that 90% of the South Carolina legislative aides attended a magnet school in our home state. We plan to invite them to return to our classrooms and speak at student and parent events. They are fine role models for our students.

The magnet coordinator at each school has identified several specific roles that community groups will play in the implementation of the project. As the project progresses, additional activities will be included based on several factors, to include the success of the events. Also, the team will visit several renowned model magnet schools that promote diversity by reducing and presenting minority group isolation and increasing socioeconomic diversity. These visits provide a wealth of “tried and true” strategies which may easily be replicated at the targeted magnet schools. For example, on a recent visit to a medical magnet school in Homestead, Florida, the students are required to complete community service hours. We feel that this strategy is an excellent method for getting our students out into the community to work with our local hospitals, clinics, and other health organizations.

(d) Quality of Personnel (5 points) (34 CFR 280.31).

(1) The Secretary reviews each application to determine the qualifications of the personnel

Richland Two has a comprehensive supportive structure already in place: a district-level administrator focused completely on the magnet schools as part of a broader School Choice program. The district uses an internal decision-making structure to coordinate and support magnet school efforts. District administration recognizes that success depends to a great extent on choosing the right principal for each school: a strong instructional leader who is passionate, committed, and hard-working, who can cultivate teacher buy-in and ownership and establish a culture of collaboration by reaching out to the community at large. In 1991, R. A. Dentler's research revealed that while the magnet theme is important to the success and viability of a school, the more critical factor is having teachers, administrators, and board members committed to the theme, bringing "conviction, enthusiasm, and readiness to contribute." In 1994, Scott and De Luna's research reaffirmed the importance of having a highly qualified staff as the most critical area that determines the success of a magnet school. Scott's study examined eleven magnet schools in Arkansas, Louisiana, New Mexico, Oklahoma and Texas and focused on twelve research areas identified as important indicators of effectiveness when magnet schools are used as a strategy for desegregation. Staffing – highly skilled teachers with great experience and skills or those new teachers who have demonstrated potential for excellent teaching coupled with a high commitment to their students and their success – was #1, followed by Student Selection (assignment and enrollment), Student-teacher ratio, and Curriculum. Our project has a highly qualified staff that has already been identified, worked collaboratively to design this project, and is ready and excited to “hit the ground running.

(a) The Secretary determines the extent to which—the project director is qualified;

Dr. Arlene Bakutes, proposed project director, has 33 years of experience in education, with 17 of those being in Richland School District Two. She is a project of the Head Start movement in the 1960s and proudly shares that she is a first-generation college student. She understands the struggles of minority students who are not aware of academic and social attributes necessary for preparation to be successful in the postsecondary environment. Dr. Bakutes is certified in grades 5-12, ELA/English and is a National Board Certified Teacher in the area of English Language Arts/ Adolescence and Young Adulthood. Dr. Bakutes holds a Bachelor of Science and a Master of Arts degree in Secondary Education. She received a Ph.D. in Curriculum & Instruction from Indiana State University. She has experience in coordinating grant-writing development, securing funds for district initiatives, and providing support for implementation and completion of required reporting at the local, State, and Federal levels. As a former middle school and high school teacher and instructional coach, she has worked extensively with teachers and has assisted with creating new magnet programs at the elementary, middle, and high school levels. She has been instrumental in the development of magnet programs in Richland School District Two, both as a teacher and as an administrator.

In 2013, she worked with a district and school administrative team to create three new school-wide magnets with a science, technology, engineering, and math (STEAM) theme. The elementary, middle, and high school continuum was effective in bringing new students into the district from private schools and from local charter schools which resulted in increased diversity at all three schools. In fact, magnet school requests for 2017 were the highest at each of these three magnet schools. Dr. Bakutes ensured that teachers received the necessary professional development to offer Engineering is Elementary and Project Lead the Way programs with skilled instructional excellence. She also oversaw the installation of Paxton Patterson modules which

provided hands-on STEM activities for students. In addition, in 2014 she monitored the design and development of a Robotics Lab at the elementary school. Two student robotics team formed and competed in the local Lego Robotics competitions where they won the award for Best Design. She also oversaw the design of maker spaces at all three schools. She demonstrated fiscal responsibility and curricular leadership in the formation of the STEAM magnet continuum.

Dr. Bakutes has brought together a team of district, school, and teacher leaders to develop this proposal. She has also reached out to specialists in the field to partner on specific areas where a highly qualified specialization is needed. Dr. Bakutes is a dynamic and resourceful leader who is fully knowledgeable with the MSAP regulations. Her present success in directing projects provides valid evidence of the future success. Her full resume is in Appendix B.

Richland School District seeks to continue to provide unique educational opportunities and document high achievement with both minority and non-minority students. Recent initiatives achieved goals of reducing minority group isolation at targeted schools, of reducing the achievement gap, and of building the capacity to sustain magnet schools. Under district guidance and leadership, these projects have produced remarkable results, and the district's support will continue with the implementation of the next phase of its master plan for magnet schools in Richland School District Two which is the Med Pro 21 project.

The project director's job description includes the following personal skills: 1) exhibits exceptional written, oral communication, and management skills; 2) has prior administrative experience; 3) possesses strong curriculum, instruction, personnel evaluation, and organizational skills; 4) and demonstrates prior leadership ability in working with students, school faculty and administrative staff, parents, and the community. The full description of the project director's responsibilities is found in Appendix D. The organizational chart (Appendix B) shows the

project director's position relative to the top administrative positions in Richland Two. The project director's position reports directly to the district's Assistant Superintendent.

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

Dr. Steven Hefner, former district superintendent, was well recognized as a pioneer in the school choice movement in South Carolina. He was an ardent supporter of seeking grant funding and recognized its potential to eliminate minority group isolation across the district. The success of those projects has led our current superintendent, Dr. Debra W. Hamm, to seek additional funding to address newly developing racial imbalances in the district. Under her leadership, the district maintains a well-developed, systemic vision for the district. With that said, this project is a collaboration that includes viewpoints of a diverse group of dedicated professionals. Each person identified below has provided a resume which is included in Appendix B.

Nancy Gregory, Chief Teaching & Learning Officer in Richland School District Two, recognizes the value of this Med Pro 21 continuum. Her oversight will ensure that the project is administered within the district's academic policies and procedures. She has been directly involved in the discussions regarding the magnet theme and is passionate about the engaging opportunities for students, faculty and staff, and the community. She will work with the principals to ensure that the new medical curriculum offered aligns seamlessly with state standards and that the proposed professional development plans are implemented fully.

Dr. Bakutes, proposed project director, reports to Dr. James Ann Sheley, Assistant Superintendent. The assistant superintendents' office oversees student magnet and choice applications, collects data on the Choice/Magnet candidate pool, and oversees student selection procedures in accordance with all Federal guidelines. Her office will provide enrollment data to

be used in Federal reporting and project evaluation. Dr. Sheley assisted with the selection of schools and a viable magnet theme. She actively provides her support for Med Pro 21.

Dawne Whitley, Director of Magnet Programs, will ensure that magnet curricular activities are aligned with the district's overall goals for curriculum, instruction, and student achievement. Her oversight and assistance will be critical when the four schools begin the transformation of the magnet schools and finalizing the horizontally and vertically aligned curriculum. As part of the STEAMM team, she has assisted with the design of the project.

Dr. John Arnold is the Director of Accountability and Evaluation for Richland School District Two. In our data-informed district, his expertise in statistics and research design are invaluable. Dr. Arnold has a Bachelor of Science in Education and a Master of Education in School Administration and Supervision from the Citadel, and a Doctor of Philosophy in Educational Leadership from the University of South Carolina. From the outset, Dr. Arnold provided student achievement data and parent survey data to support the discussion when determining those schools that would benefit most from the Med Pro 21 project.

Our award-winning Business Services Department is known across the state for financial reporting. Business Services provides support, training, and advocacy to enable principals and school staff to focus on instruction. This department includes the Financial Services and Support Services Departments. The Financial Services Department manages the fiscal affairs of the district. Inherent in these duties is responsibility for budgeting, cash management, and risk management. It maintains an accurate general ledger and accounting system to record all accounts payable and payroll disbursements. It prepares financial and management reports and files state and federal grant reimbursement claims. It procures goods and services in accordance with the district's procurement code which is in conformance with the state of South Carolina's

procurement code. It coordinates the annual financial and procurement audits and prepares the district's Comprehensive Annual Financial Report (CAFR). Richland School District Two is the only district in South Carolina to receive an "AA" bond rating (highest available) from the three national bond rating firms. The department has received awards from both the Association of School Business Officials and the Governmental Finance Officer's Association's for excellence in financial reporting for 25 consecutive years. Dr. Harry Miley, CFO, and Ms. Penny Dininny are key personnel overseeing financial transactions for the Med Pro 21 project.

Bridge Creek Elementary School <https://www.richland2.org/bce/pages/default.aspx>

Most students enrolled at Bridge Creek Elementary matriculate to Kelly Mill Middle School. Kristen Eubanks, previously an assistant principal at Bridge Creek, began her fifth year as principal in 2017. She is eager to begin implementation of the Med Pro 21 project because she recognizes the amazing opportunity to transform her school into a genuine learning community focusing on enhancing diversity. Ms. Eubanks has a Bachelor of Science in Engineering-Chemical Engineering graduating Cum Laude from the University of South Carolina. She has a Master of Arts in Teaching in Elementary Education and an Educational Specialist in Educational Leadership from Capella University. Her certifications include Elementary Education (grades 2 – 6) and Administration (preK-12). She has more than ten years of experience in education. Mrs. Eubanks and her staff have worked together for these past three years to set the stage to transform Bridge Creek into a school that will be on the cutting edge. The faculty, as noted by their signatures in Appendix C, is ready, willing, and able!

Rice Creek Elementary School <https://www.richland2.org/rce/pages/default.aspx>

Mr. Stacey Gadson, principal at Rice Creek Elementary School, holds a Bachelor of Science degree from Morris College and a Master of Education degree in Administration from

Cambridge College in Boston, MA. He has eighteen years of teaching and administrative experience. While serving as an assistant principal at another elementary school, Mr. Gadson helped to implement a school-wide magnet, the Early Years International Baccalaureate Program. This magnet continues to tout success in its seventh year of serving students. His experience will be invaluable as the project goes forward. He is skilled at recognizing barriers to programmatic implementation as they arise, and he and his team will work swiftly to address them. One hundred percent of Rice Creek administration and faculty have pledged their full commitment to this project, as evidenced in Appendix C.

Kelly Mill Middle School <https://www.richland2.org/kmm/pages/default.aspx>

Mr. Mark Sims, principal at Kelly Mill Middle School, holds a Bachelor of Arts degree in English, a Master of Education degree in education administration, and an Education Specialists degree in K-12 administration. He holds several certifications including the Elementary and the Secondary Principalship. He is certified to teach Middle Level Language Arts and Secondary English. Faculty members are working diligently with Mr. Sims to ensure that the design of Med Pro 21 is a perfect fit for their students. As noted by the attached letter of commitment in Appendix C, they all (100%) remain steadfast in their quest for a successful implementation of the project. They realize the value in the opportunities of this program for their students.

Ridge View High School <https://www.richland2.org/rvh/pages/default.aspx>

Dr. Brenda Mack-Foxworth will oversee the Med Pro 21 project at Ridge View High. Dr. Mack-Foxworth holds a Bachelor of Science in Mathematics, a Master of Arts in Teaching-Mathematics, a Master of Arts in Educational Administration, and a Doctorate in Educational Administration. Dr. Mack-Foxworth began her administrative experience as an assistant administrator at a high school that has three school-within-a-school magnets. She recognized the

valuable opportunities provided through magnet programs, but she also questioned the limited opportunities because the magnets were highly selective. She determined, at that point, that when she became principal, magnet opportunities would be available for all students—not merely a select few. In 2004, Dr. Mack-Foxworth transferred to Ridge View High School as an assistant principal overseeing curriculum and instruction. Over the course of the next nine years at Ridge View, she worked tirelessly to increase student achievement, engage parents and community, and provide high quality professional development for teachers. Upon the principal's retirement, Dr. Mack-Foxworth was appointed principal. As principal, she immediately began polishing a vision for the future of Ridge View as a school-wide magnet. Ridge View has received the Palmetto Gold Award for Excellence in closing the achievement gap. Dr. Mack-Foxworth understands how valuable this project is for turning around her school. She has been an outspoken advocate during our magnet discussions because she understands that Med Pro 21 will help to reduce minority isolation and increase academic rigor. Indeed, she understands the challenge ahead in implementing a whole school magnet program, but her wealth of experience, professionalism, and persistently positive attitude will contribute to the overall success of the project. Her faculty, as indicated in the attached letter of commitment, shares this persistently positive attitude—with 100% of them pledging their support.

District Curriculum Specialists

Richland Two maintains a cadre of highly qualified and motivated curriculum coordinators who are subject area and content specialists for English, math, science, and social studies. These professional educators all hold at least a master's degree, a valid SC teaching certificate in his/her content area, and at least seven years of successful teaching experience. They will ensure that classrooms instruction aligns with state content standards. Because Med

Pro 21 focuses on the medical sciences, the district science specialists and math specialists will be particularly valuable.

- **Ed Emmer- elementary science curriculum specialist.** He is ABD in the doctoral program at the University of South Carolina. He recently was honored by the SC Dept. of Education with the Science Education Leadership Association Outstanding Science Educator Award. He was also selected to serve as a contributing writer to the science support documents for the South Carolina Academic Standards and Performance Indicators for Science. He was also the team leader for the Science and Engineering Practices. He collaborated with a team of writers to produce the Middle School Honors Science Curriculum Revision. As a National Board Certified teacher (NBCT) through the National Board for Professional Teaching Standards, he will be a valuable asset to the Med Pro 21 project as it progresses forward.
- **Marriah Schwallier- Director of High School Curriculum & Instruction.** She is also a NBCT with a doctorate in teaching and learning. Her background in the sciences has provided great value as the Med Pro 21 professional development was designed.

Their involvement and commitment to the project will ensure quality instruction will include the appropriate rigor and challenge in the classroom. The specialists will assist with providing sustainability for the project once the funding period has ceased. They will continue to support the program's goals and initiatives at each targeted school.

All teachers who are hired at the targeted schools will be highly qualified, properly certified, and will meet the highest standards of professional development. Richland Two is proud of the exceptional quality of its teaching staff. As reported on the 2016 Annual District Report Card, 71% held advanced degrees. The district does not have a high turnover rate: 88% of teachers returned from the previous year. The teacher attendance rate was 95%. Only 0.4% of

positions were vacant for more than nine weeks. When a vacancy occurs, it is filled quickly due to the district's highly regarded reputation in the state as a supportive, innovative school district.

Other personnel required to manage the implementation of the Med Pro 21 project includes four school-based magnet coordinators. This group of "go-getters" will be more than just curriculum facilitators, they will be hosting parent events, arranging field studies, and ensuring all activities are scheduled in a timely fashion and within budget. Based on principal recommendation and faculty approval, the magnet coordinators are well aware of the needs of the school as well as the opportunity afforded through this project. Principals recognize the importance of having a competent staff member to lead the school-wide magnet program. The duties of the magnet coordinators are specific and diverse, as noted in Appendix D.

Bridge Creek Elementary School Magnet Coordinator

Mrs. Keighley Wingard will serve as the magnet coordinator at Bridge Creek Elementary School. She holds a Bachelor's degree from the Univ. of South Carolina, a Master of Arts in Education and a Master of Administration in Education. She is certified to teach in the elementary schools as well as having an additional certification to teach in the early childhood environment. Mrs. Wingard has a well-rounded educational career with comprehensive experience at the teacher and administrative levels. Her valuable experiences-including facilitating the development of school-wide comprehensive assessments in core content areas-will ensure that she has the capacity to choose the most effective method for arranging the various activities within the project as well as those individuals at her school who need to be involved in collaborative decision-making. Indeed, Mrs. Wingard is an effective leader who is well respected by faculty, staff, and administration. She has the dedication and knowledge to oversee the implementation of the project at Bridge Creek Elementary School.

Rice Creek Elementary School Magnet Coordinator

Denise Webster will serve as the magnet coordinator at Rice Creek Elementary School. Ms. Webster holds a Bachelor of Science in Education and a Master of Education in Learning Disabilities and Educational Administration from the University of South Carolina. She also is pursuing a Doctor of Philosophy degree in Special Education: Administration/Leadership. She has twenty-four years of experience working in education. She has served as a Special Education Teacher, an Autism and Intellectual Disabilities Specialist, and a Teacher Specialist. Currently, she is an assistant principal at Rice Creek Elementary School. With Ms. Webster's richly diverse background, she became the logical choice to further the school-wide magnet initiative.

Kelly Mill Middle School Magnet Coordinator

Dr. Ezetta Myers will serve as the magnet coordinator at Kelly Mill Middle School. Dr. Myers holds a Bachelor of Science from Spelman College in Atlanta, GA. She has a Master of Arts in mathematics education from the University of South Carolina and a Doctor of Philosophy in Curriculum & Instruction – Mathematics Education from Pennsylvania State University. She holds certifications in technology, gifted and talented education, middle level and secondary mathematics. Dr. Edwards has worked for ten years at Kelly Mill as a math teacher. With more than twenty years of experience in education, Dr. Myers' experiences prepare her fully to implement and advance the Med Pro 21 project.

Ridge View High School Magnet Coordinator

Mrs. Ellen Harrison will serve as magnet coordinator for Ridge View High School. Mrs. Harrison has a Bachelor and Master of Arts in Education. She received National Board Certification in Career and Technology Education: Arts and Communication in 2008. Mrs. Harrison annually writes and then manages the South Carolina Distinguished Arts Program

grant. Among her many accolades, she was recognized as the South Carolina Dance Educator of the year in 2002 and Ridge View High Teacher of the Year in 2005. In 2006, she contributed in the writing of the *Teaching Dance as Art in Education: Human Kinetics*. She sits on the South Carolina Dance Education Advisory Board where she advocates for productive fine arts activities. In 2007, she founded the program MOVES which includes unique dance classes designed specifically for children with special needs. She is an active member of the school's Leadership Team and has been instrumental in developing and revising the school's mission statement and vision. As the school's proposed magnet coordinator, Mrs. Harrison is accustomed to managing frequent projects, so her ability to brainstorm, plan, organize, and implement with a diverse group at Ridge View will be seamless as she oversees this project's implementation with attention to fidelity.

All proposed magnet coordinators are highly qualified. More importantly, they have a vested interest at their schools as they are currently working diligently to guide the design of this project. Since they are already accepted by their faculty, they will be able to "hit the ground running" leading to a smooth implementation of this program.

Dr. Robert Johnson will provide the external evaluation for the project. He has served as an evaluator for many other school district grants. He also has worked to provide MSAP evaluation reports. As a result, he is exceedingly familiar with the evaluation and the reporting requirements for the Magnet Schools Assistance Program. He understands the goals of the Magnet Schools Assistance Program and remains committed to Richland School District Two in its effort to expand the STEAMM initiative across the district. In the conduct of evaluations, Dr. Johnson collaborates with Dr. Tammie Dickenson, director of the Office of Program Evaluation, and Dr. Diane Monrad, director of the South Carolina Educational Policy Center in

the College of Education at the University of South Carolina. They have developed and conducted formal evaluations of numerous educational initiatives across the state. Their stellar reputation for assisting school districts with data collection, analysis, and evaluation is well known. Dr. Johnson routinely presents at national conferences to share results with other professional educators. In addition, he has extensively published in journals related to program evaluations. Dr. Johnson is committed to making a difference in the lives of children by searching for initiatives which will improve education. He recognizes that these educational initiatives will benefit the community where he lives--working side-by-side with teachers, bus drivers, administrators, parents, and children.

The evaluation team will have specific duties as it relates to Med Pro 21. All data-related objectives and activities will be coordinated with the project director. Highlights of their duties for this project include monitoring of the project, developing appropriate measurement instruments, leading evaluation discussions with school and district staff, collecting and analyzing data; completing timely reports to the project director and/or school site staff; making recommendations for program modifications and improvements; and preparing the annual summative performance reports. Also, these evaluators will be working shoulder-to-shoulder with the magnet coordinators and project director to ensure that all data reported are valid.

(c) Teachers who provide instruction are qualified to implement the special curriculum.

Richland School District Two assures that all teachers at Bridge Creek and Rice Creek Elementary, Kelly Mill Middle, and Ridge View High School will be appropriately certified, highly qualified, and properly trained to implement the Med Pro 21 project. At present, 100% of faculty at all four targeted schools meet the state and federal guidelines for highly qualified

teachers. Currently, the schools employ a total of 55 nationally board certified teachers (Bridge Creek-8 teachers; Rice Creek-8; Kelly Mill-13; Ridge View-26).

Funding is requested for each targeted school to provide specialized STEAMM-related content using a project-based learning approach for its staff members in order to implement the Med Pro 21 project with fidelity. In addition to having a highly competent staff at the four schools, all instructional personnel will be specifically trained to use effective instructional methodologies and to incorporate the STEAMM theme into their instruction. With the assistance of external educational organizations and professors from post-secondary institutions, a comprehensive professional development program including 100 hours per teacher and administrator per year will prepare the administrative and instructional staff for success.

(2) To determine personnel qualifications, the Secretary considers experience and training, including knowledge of and experience in curriculum development and desegregation.

As stated in the enclosed GEPA statement, Richland School District Two has specific policies, procedures, and training in place to ensure equal access and treatment for all students, staff, parents, community members, and others. Our non-discrimination policy assures that the district does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, or other protected characteristic in its programs and activities.

In 2015, Richland School District Two took steps to bridge gaps among various racial, ethnic and socio-economic groups in the district. A Chief Diversity & Inclusion Officer, Dr. Helen Grant, was hired. (Please see resume in Appendix B.) Her primary responsibility is to convene community stakeholders to develop a multicultural and diversity initiative, as well as providing insight, resources, tools and actions to advance those goals. She also assists in analyzing data, identifying opportunities for improvement and assessing the district's culture and

climate. “Sometimes when we hear the word diversity we think of different races and ethnicities,” she said. “That really is only the beginning. That’s just the start of the process. The work comes in helping everyone to realize there is strength in that diversity.” Dr. Grant hosts “DiversiTEAs” which are diversity conversations at the district level each month. These conversations are an opportunity for staff to come together to discuss diversity topics of interest. She also offers quarterly “Diversity & Inclusion Community Conversations” which are informal meetings for the community to come together to talk about the importance of diversity and building an inclusive environment across the district. At each school, a diversity liaison hosts training for all staff during faculty meetings, in service sessions, and stand-alone workshops:

Cooperative interaction and cooperative learning: A number of studies and school-based interventions engaged children in cooperative learning exercises (e.g., Johnson & Johnson, 1989). In one version known as the Jig-Saw Classroom (Aronson, 2002), children from different racial/ethnic groups became experts on essential parts of a lesson. After the class reassembled, each child shared his/her particular expertise with the others. Each child was cooperatively interdependent with others from different racial/ethnic groups to facilitate learning the entire lesson. The Jig-Saw has been evaluated extensively and presents clear evidence of effectiveness for facilitating learning, reducing intergroup biases and prejudices (Aronson, 2002).

Interpersonal interactions and cross-group friendships: Intergroup contact that leads to interpersonal interactions provides an opportunity for members of one group to develop positive emotional reactions and recognize individual attitudes, talents and interests among people in the other group. Cross-group friendships have cascading effects because friends of those involved in cross-group friendships are affected by the knowledge that their friends have close friendships with outgroup members (Wright, Aron, McLaughlin-Volpe, & Ropp, 1997)

Recategorization: Intergroup contact that induces members of different groups to recategorize themselves as members of the same, more inclusive group can reduce prejudice through cognitive and motivational processes involving in-group favoritism (Dovidio & Gaertner, 2000).

Dual identity or mutual intergroup differentiation: The development of a more inclusive common identity does not necessarily require members of each group to completely forsake their less inclusive ethnic or racial group identities. It is possible to establish a common superordinate identity (e.g., American), while simultaneously maintaining the salience of subgroup identities

Dynamic versus static theories of human nature: Among professional psychologists and lay people alike, some believe that psychological attributes are fixed, stable and unchangeable (i.e., entity theorists), whereas others believe that attributes are more dynamic and changeable (i.e., incremental theorists) (Dweck, Chiu, & Hong, 1995). Research has shown that entity theorists, compared with incremental theorists, perceived greater homogeneity among out-group members and generally showed greater prejudice (Hong & Yeung, 1997).

Cognitive retraining: Practice makes perfect: To the extent that stereotypes are learned associations, it is possible to combat stereotyping by unlearning and reversing those associations. Research has shown that repeated efforts to control activation of implicit biases can result in the individual's ability to inhibit these biases.

Motivating self-regulation: When people are shown they have responded in a biased way that violates their personal non-prejudiced standards, this recognition initiates a basic self-regulatory process (Monteith, Mark, & Ashburn-Nardo, 2010). They experience feelings of guilt (compunction) and attempt to inhibit further bias. These individuals then engage in retrospective reflection, in which they focus their attention on aspects of the situation that might have elicited the reaction and attempt to develop cues to control bias in the future.

Inducing empathy for targets of prejudice: Evidence suggests that inducing empathy for an out-group member could reduce bias toward members of the group. For example, asking students to take the perspective of a student with ADHD improved attitudes toward all ADHD students.

The district's focus on equal educational opportunity serves as a guide for the school board and the staff in making decisions related to school facilities, employment of personnel, selection of educational materials, equipment, curriculum and regulations affecting students. It is the policy of Richland School District Two to provide a working environment where employees are free from any form of discrimination or harassment related to one's race, color, sex, religion, national origin, age, disability, or other protected characteristic. Richland Two practices these nondiscrimination policies on a daily basis. Training on diversity is offered systematically to all school personnel. This training covers a broad range of diversity issues and comprises a process with three main components: 1. Creating an awareness of self and others; 2. Increasing interpersonal, social/cultural, communicative and organizational skills; and 3. Enhancing the understanding of values, beliefs, world views, and the day-to-day realities of other cultures.

All key personnel have extensive experience in the various components necessary to effectively develop and implement a successful magnet school program in Richland School District Two. Essential experiences are described which will provide the project with high quality curriculum development, standards integration, vertical and horizontal alignment of curriculum, rigorous formative and summative assessment, and utilization of effective and innovative instructional strategies. These dedicated and motivated staff members will contribute their individual expertise to the collective strength of the Med Pro 21 project. As project director, Dr. Bakutes' prior experience with the implementation of large-scale grant initiatives—with three of those focusing primarily on desegregation and multicultural inclusion--will be

invaluable while the Assistant Superintendent and Chief Academic Officer will be instrumental in assuring that all suggestions of the MSAP personnel are aligned with applicable Federal laws governing equitable access for students with special needs and with all applicable Federal civil rights legislation. Richland Two has an administrative team that is knowledgeable about and experienced in the realm of civil rights and equal access issues.

Richland Two's voluntary desegregation plan outlines the district's philosophy relative to the importance and the necessity of maintaining a diverse student body. Further, the staff reflects

(e) Quality of Project Evaluation (34 CFR 75.210)

the racial and cultural mixture which mirrors the diversity of this community.

The Secretary considers the quality of the evaluation to be conducted of the project.

The evaluation of the Med Pro 21 project will be conducted by an evaluation team led by Dr. Robert L. Johnson, Professor in the Educational Studies Department at the University of South Carolina (USC). Dr. Diane M. Monrad, Director of the South Carolina Educational Policy Center (SCEPC) at USC will serve as co-principal investigator. Dr. Tammiee Dickenson, Director of USC's Office of Program Evaluation, will be the chief statistician for the evaluation and has responsibility for managing the impact study. All of these evaluation team leaders have extensive experience in assessing MSAP programs and have developed a plan to provide objective outcome data for federal reporting and to continuously monitor implementation ensuring program fidelity and continuous improvement. Resumes for Drs. Johnson, Monrad, and Dickenson are included in Appendix B.

The evaluation of Med Pro 21 is integrated into all aspects of the magnet project in an ongoing collaboration between the USC evaluation team and the magnet staff. The evaluation is not a stand-alone activity or one conducted from a distance. This collaboration is facilitated by

the close physical proximity of the USC evaluators to the project schools. Located a few miles from the proposed magnet schools, the evaluation team is able to easily attend all district and school project planning meetings, monthly project meetings, and consultations with district staff. District and school project staff is consulted during the development of all instrumentation so that the information needs of both the evaluators and the project staff can be included. In addition, there are no delays in providing feedback on project data to district and school staff since the evaluation team is present in the schools on a routine basis. All of the evaluation team's work is designed to support the implementation of quality magnet programs, assess progress in meeting performance measures, provide information for program refinements, and evaluate evidence of effectiveness. The participatory and collaborative nature of the evaluation increases the commitment of the project staff and their willingness to use the evaluation data for program improvement (Johnson, Greenesid, Toal, King, Lawrenz, & Volkov, 2009).

(1) In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation will, if well-implemented, produce evidence of promise.

The district and individual school logic models will guide the Med Pro 21 evaluation design. It is expected that if Med Pro 21 successfully utilizes program resources, implements activities, and produces outputs, this will lead to achieving expected short-term, medium-term, and long-term outcomes. Therefore, data collection methods and evaluation tools developed will be targeted to each logic model element, ensuring that evidence found can be systematically linked to program components. Data collection methods will include a mix of quantitative and qualitative data. The evaluation team will also conduct an impact study to investigate the effectiveness of the AVID instructional approach.

The evaluation of Med Pro 21 will use a variety of methods to provide both formative

and summative outcome data for the project director, school and district staff, parents, and other stakeholders. Annual evaluation and performance reports will describe the implementation of the project and the degree to which program objectives and performance measures are met.

Formative Evaluation. The formative evaluation will provide school leadership teams with updates on their meeting program objectives. The formative evaluation will involve teachers and principals in reviewing project implementation and progress toward outcomes. To document project implementation, evaluation team members will attend project staff meetings to monitor the progress of the project activities. The review of project outcomes will involve project staff in the development of data collection instruments, the interpretation of the results from data collection, and planning based on the results.

Implementation. A critical element for ensuring program strategies can be linked to outcomes is to investigate and track program implementation. Measuring project implementation is an often overlooked but important part of a comprehensive evaluation (Field, 1985). According to Century, Rudnick, and Freeman (2010), it is not acceptable to merely measure outcomes to determine if the intervention is fully effective. They urge evaluators to focus on the "why, how, and under what conditions" that programs work (p. 30). Throughout the literature, several reasons have emerged for the importance of measuring implementation fidelity in addition to outcomes. First, several studies mentioned the importance of using implementation evaluations to determine whether or not a program is mature enough to merit an outcome evaluation (Leithwood & Montgomery, 1980; Lipsey & Cordray, 2000). Second, measuring implementation fidelity has been used to clarify if the reason for unsuccessful outcomes is a flawed program or failed implementation of the program (Mowbray et al., 2003). Third, studies of implementation have been found to assist evaluators with interpreting learning outcomes

(Fullan & Pomfret, 1977).

The foundations for a more holistic framework for understanding implementation of programs and practices have been proposed throughout implementation research. Fixsen, Blase, Naoom, and Duda (2015) have developed a framework for assessing the core implementation components, or implementation drivers, which may be critical to successfully implementing interventions. As shown below, this model is in the shape of a triangle with the following three sides: Competency Drivers, Organization Drivers, and Leadership Drivers.



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

drivers are integrated and compensatory so that they work together to support each other and compensate for weaker drivers.

Implementation will be the primary focus in year one of Med Pro 21. Using the framework developed by Fixsen et al. (2015) as a guide, the evaluation team will develop implementation rubrics for each school to identify the critical program components needed for successful implementation, fidelity, and program sustainability. The implementation rubrics will target the needed resources, activities, and outputs required for each Med Pro 21 school, and will assess the degree to which each component is implemented in each school. The core components of each school's implementation rubric will be developed considering each of Fixsen and colleague's three implementation drivers. For example, within the context of a magnet program, Competency Drivers may include the provision of professional development activities, Organization Drivers may include the restructuring of both the physical school space and curriculum, and Leadership Drivers may include the hiring of new staff and formation of magnet-based committees. With input from Med Pro 21 personnel and Site Coordinators, rubrics will be specified to reflect each magnet school's unique needs and program components. A sample implementation rubric is shown in Appendix D. Rubrics will be completed twice each year so that progress can be assessed regularly and needed changes identified and initiated.

Site Visits. Comprehensive site visits will be conducted in each program year at each Med Pro 21 school. The site visits will provide an opportunity for the evaluation team to see the program "in action" at each school, and to assess teacher and student reaction to the various program strategies and components. The site visits will consist of classroom observations, principal and site coordinator interviews, and focus groups with teachers and students. The site visits, in combination with the implementation rubrics, will allow the evaluation team to fully

assess implementation, stakeholder reactions to program components, and to provide leadership with feedback to make data-driven program modifications as implementation is occurring.

Summative Evaluation. The evaluation team has designed a comprehensive summative evaluation that allows a determination of whether the Med Pro 21 project has met the four major project objectives:

- Objective 1. To promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity.
- Objective 2. To increase student academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging State academic core content standards and academic achievement standards.
- Objective 3. To develop connections between students, parents, teachers, and their community.
- Objective 4. To build the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.

These four objectives for the Med Pro 21 magnet were developed by the evaluators in collaboration with district staff and the leadership teams at the proposed magnet schools. Each of the objectives and its associated performance measures will be described in Section (2). A variety of methods appropriate to the Med Pro 21 project will be used to assess whether or not each performance measure is met, including analyzing demographic information, pre- and post-test student assessments, and school climate data. Additionally, data on graduation rates will be collected and analyzed for Ridge View High School. Further, teacher and student perceptions of the magnet programs will be evaluated through annual surveys. Lastly, the evaluation team in collaboration with program staff will collect and report data regarding the number of teachers

attending professional development, student health profiles, recruitment and marketing activities, number of applications received annually for each magnet school, family engagement activities, and community involvement.

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

Measurement Framework. The evaluation team’s measurement framework further situates the evaluation within the context of the Med Pro 21 logic model. The objective performance measures are consistent with the district and school outcomes depicted in the logic models and will produce both quantitative and qualitative data for project monitoring, reporting, and improvement. The measurement framework shown below, depicts the details of how the various outputs and outcome measures will be defined, measured, and collected for the Med Pro 21 evaluation. The evaluation team is dedicated to ensuring the objectivity of results, validity and reliability of measures, and quantification of results.

Med Pro 21: Healthcare for a Caring Community
Measurement Framework for Med Pro 21 Magnet Programs

Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Outputs					
Marketing and recruitment materials developed and disseminated Host regular recruitment events for each targeted magnet school (e.g. magnet fairs, school tours) Student magnet choice lottery conducted	Marketing and social media plan fully implemented Magnet application system fully operational	Number of marketing and recruitment activities conducted each year (Performance Measures 1.3 – 1.4) Increase in the number of applications received each year for each magnet school (Performance Measure 1.5)	Implementation rubric; District application system; School records	Med Pro 21 Magnet Coordinators and Principals; Med Pro 21 Project Director	Twice per year (implementation rubrics) Once per year (application system and school records)
Implementation rubrics developed for each school	Med Pro 21 personnel monitor implementation	Implementation rubrics completed in the fall and spring of each program year	Implementation rubric	Med Pro 21 Magnet Coordinators and Principals; Med Pro 21 Project Director; Evaluation team	Year 1 created; updated twice per year in Year 2 – Year 5
All teachers and administrative staff participate in PD on strategies that promote racial and socioeconomic integration, evidence-based strategies (e.g., AVID), and magnet theme-based strategies	Participation in professional development activities	Percentage of teachers and administrators participating in PD on racial and socioeconomic integration Percentage of teachers and administrators participating in PD on AVID strategies and magnet theme-based strategies each year (Performance Measures 4.1 – 4.4)	School records; Teacher survey	Med Pro 21 Magnet Coordinators and Principals; Teachers	Once per year

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Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Magnet themes operationalized at each school	Each Med Pro 21 school is transformed into a STEAMM school	Number of magnet-based activities implemented Number of curriculum components implemented each year Percentage of teachers at each Med Pro 21 school who support the magnet initiative	Implementation rubric; Site visits; Interviews/focus groups; Teacher and student surveys	Med Pro 21 Magnet Coordinators and Principals; Med Pro 21 Project Director; Teachers; Students	Twice per year (implementation rubric) Once per year (site visits and interviews/focus groups) Once per year (teacher and student surveys)
Parent resource centers created at each school A magnet advisory council created at each school	Parent resource centers and magnet advisory councils created at each school	Creation and maintenance of parent resource centers at each school Creation and maintenance of diverse magnet advisory councils at each school (Performance Measure 3.9)	Implementation rubric	Med Pro 21 Magnet Coordinators and Principals	Twice per year
Additional partnerships established with local colleges, universities, and businesses	Community support of the Med Pro 21 magnet program	Number of new partnerships formed each year (Performance Measure 3.8)	Implementation rubric	Med Pro 21 Magnet Coordinators and Principals	Twice per year
Student health profiles developed	Health profiles for each student developed and updated	Increase in the percentage of students with completed health profiles (Performance Measure 4.9)	Implementation rubric	Med Pro 21 Magnet Coordinators and Principals	Twice per year
Students receive summer learning opportunities	Summer learning programs established	Number of students attending summer learning programs	School records	Med Pro 21 Magnet Coordinators	Once per year

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Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Short-Term Outcomes					
<p>Increased number of magnet applicants</p> <p>Increased magnet school enrollment</p>	<p>Student interest in Med Pro 21 schools/ magnet program</p>	<p>Increase in number of applications received each year (Performance Measure 1.5)</p> <p>Increase in student enrollment each year</p>	<p>Med Pro 21 application system; District enrollment records</p>	<p>Med Pro 21 personnel</p>	<p>Once per year</p>
<p>Increased teacher confidence in delivering the Med Pro 21 instructional components</p> <p>Increased instructional effectiveness</p>	<p>Teacher understanding of the Med Pro 21 components</p> <p>Effectiveness of the professional development</p> <p>Teacher use of Med Pro 21 components in the classroom</p> <p>Teacher perceptions of Med Pro 21 component effectiveness</p>	<p>Percentage of teachers reporting they understand the goals of the Med Pro 21 program</p> <p>Percentage of teachers reporting professional development activities as effective (Performance Measure 4.5)</p> <p>Frequency of magnet-based activities and strategies utilized by teachers in the classroom</p> <p>Percentage of teachers reporting they know how to implement Med Pro 21 within state standards guidelines (Performance Measure 4.7)</p> <p>Percentage of teachers reporting Med Pro 21 components are effective in meeting student needs (Performance Measure 4.8)</p>	<p>Teacher and student surveys; Site visits; Interviews/focus groups</p>	<p>Teachers; Students</p>	<p>Once per year</p>

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Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Increased student engagement	Student and teacher reports of student engagement in learning	<p>Percentage of students reporting that Med Pro 21 components increased their engagement in learning (Performance Measure 3.2)</p> <p>Percentage of teachers reporting that Med Pro 21 components increase student engagement in learning (Performance Measure 3.4)</p>	Student and teacher surveys	Students; Teachers	Once per year
Increased parent, community, and partner involvement with magnet schools	<p>Parent involvement</p> <p>Community partnerships established</p>	<p>Number of family engagement activities related to Med Pro 21 at each school (Performance Measure 3.6)</p> <p>Increase in the number of family members attending family engagement activities (Performance Measure 3.7)</p> <p>Number of partnerships formed each year (Performance Measure 3.8)</p>	School records; Interviews/focus groups	Med Pro 21 personnel; Parents	Once per year

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Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Medium-Term Outcomes					
Increased socioeconomic and racial diversity in magnet schools	Student enrollment by ethnicity in each Med Pro 21 school	Reduce Black minority group isolation in each Med Pro 21 school (Performance Measure 1.1) Reduction in each magnet school's poverty index (Performance Measure 1.2) Percent change in Black enrollment of district feeder schools (Performance Measure 1.6)	School reports; District enrollment data	Med Pro 21 magnet schools; District staff	Once per year
Improved student perceptions of their academic success Increased student interest in STEAMM careers Increased interactions with students of different social, economic, ethnic, and racial backgrounds	Student perceptions on their academic success Student reports on their interest in STEAMM careers Student and teacher reports of student interactions with peers of different social, economic, ethnic, and racial backgrounds	Percentage of students reporting that AVID contributes to their academic success (Performance Measure 2.12) Percentage of students reporting that they are interested in STEAMM careers Percentage of students reporting they are engaged in interactions with students of different backgrounds (Performance Measure 3.1) Percentage of teachers reporting that students engage in interactions with peers of different backgrounds (Performance Measure 3.3)	Student and teacher surveys; Interviews/focus groups	Students; Teachers	Once per year

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Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Improved school climate	Teacher, student, and parent perceptions of each school's climate	Number of school climate factors showing an increase in their percentile ranking (Performance Measures 3.5)	State school climate surveys; Interviews/focus groups	Teachers, students, and parents	Once per year
Improved student preparation for a healthy lifestyle and for STEAMM-related careers	Student reports of understanding the characteristics and benefits of a healthy lifestyle	Percentage of students reporting they understand the characteristics and benefits of a healthy lifestyle	Student survey	Students	Once per year
Long-Term Outcomes					
Improved student academic achievement Reduced summer learning loss	Student performance on state and district assessments	Increase in the percentage of students who meet or exceed expectations or their growth target for state and district assessments (Performance Measures 2.1 - 2.9)	State and district reports on student assessment data	Med Pro 21 personnel	Once per year (SC Ready, Palmetto Assessment of State Standards (PASS), End-of-Course Examination Program (EOCEP) assessments); Twice per year (Measures of Academic Progress (MAP) administered in the fall and spring of each program year)
Improved student health profiles	Student health profiles data	Percentage of students improving their health profiles (Performance Measure 4.10)	Review of student health profiles data	Med Pro 21 personnel	Once per year
Increased high school graduation rates Decreased disparities in graduation rates	High school graduation rate	Increase in the percentage of high school graduation rates (Performance Measure 2.11)	School reports	Ridge View High School	Once per year

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Outcome/Output	Indicator(s)	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Increased college and career-readiness	<p>Student performance on ACT and ACT WorkKeys</p> <p>Student and teacher perceptions on student career-readiness</p>	<p>Increase in 11th grade students ACT composite scores (Performance Measure 2.10)</p> <p>Increased student performance on ACT WorkKeys</p> <p>Percentage of students and teachers agreeing that Med Pro 21 components increased student college and career-readiness</p>	State and district reports on student assessment data; Student and teacher surveys	Ridge View High School	Once per year
Increased sense of belonging among students	Student reports on their sense of belonging to school	Percentage of students reporting that they feel like they are a part of the school	Student survey	Students	Once per year
Enhanced collaboration across schools in the district	Student and teacher reports on the collaboration across schools in the district	Percentage of students and teachers agreeing on collaborating with other schools in the district	Student and teacher surveys	Med Pro 21 magnet schools	Once per year
Med Pro 21 project sustained beyond funding period	Teachers report having sufficient training to continue operating the magnet program beyond funding period	Percentage of teachers reporting they have sufficient training to continue operating the magnet program beyond funding period (Performance Measure 4.6)	Teacher survey	Teachers	Once per year

Impact Study. An impact study will be conducted to assess the effectiveness of the Med Pro 21 magnet program's AVID instructional approach to improve academic performance of students. AVID is one of Med Pro 21's critical strategies being implemented as part of the magnet program. The study conducted by Black et al. (2008) used in this proposal as evidence of promise for AVID, found a statistically and practically significant favorable association between the implementation of AVID and several student outcomes, including student achievement. Specifically, students in middle schools where AVID was implemented had significantly higher achievement scores in writing and significantly higher language arts grades compared to a sample of comparison students from a middle school that used the standard school curriculum. The impact study conducted by the evaluation team is designed to expand on the work of Black and colleagues and add to the literature indicating evidence of promise for the AVID instructional approach in mathematics and reading.

Under ideal statistical settings, students would be randomly assigned to treatment (i.e., the magnet schools in the program) or control (i.e., non-magnet schools) groups and analysis of outcomes would be compared to investigate effectiveness of the new program. The use of random assignment serves to control for factors, observed and unobserved, that may be related to the outcomes. For magnet school programs with a large enough applicant pool, it may be feasible to randomly select half of the students from the pool to participate in the magnet program and half to attend a non-magnet school. However, with a new magnet program, it is likely that the initial applicant pool will not be large enough to have adequate sample size for both the treatment (i.e., magnet) and control (i.e., non-magnet) groups with sufficient power to detect differences. In addition, the Med Pro 21 program will serve both zoned and choice students, thus a design that includes all students who enroll in the schools is desired. Therefore,

a quasi-experimental statistical matching technique that identifies a set of comparison students who are similar to the treatment (i.e., magnet) students on key demographic variables will be used to allow for a rigorous evaluation of the impact of the Med Pro 21 program.

The impact study for Med Pro 21 in Richland 2 will be conducted for students in grades 3-5 at Bridge Creek Elementary and Rice Creek Elementary as well as students in grades 6-8 at Kelly Mill Middle. Across the two elementary schools, there are a total of 194 third graders, 244 fourth graders, and 220 fifth graders. Kelly Mill Middle has 307 sixth graders, 286 seventh graders, and 328 eighth graders. Across the three schools participating in the impact study, there is a grand total of 1,579 students enrolled in the 2016-2017 school year. Matched samples of comparison students will be selected using a process developed and implemented by Northwest Evaluation Association (NWEA). The outcome of interest is student achievement on the Measures of Academic Progress (MAP) assessments in the subjects of reading and math. These assessments are published by NWEA.

The design proposed for the impact study will involve selection of students who are matched on observable characteristics, including prior academic achievement, as controls to ensure that treatment and comparison groups are similar at the start of the Med Pro 21 program. However, an important characteristic that is not observable is selection bias of families who chose magnet schools, which may cause the magnet students to differ from the comparison students. The inclusion of prior achievement serves to equalize the two groups academically at the outset and by extension serves as a proxy for family motivation, investment, and support of education. These are considered the prime drivers of selection bias and so we consider at least some of the selection bias to be mitigated by controlling for prior achievement.

Researchers at NWEA have developed a research control group methodology called virtual comparison groups (VCGs) that can be used with groups of students who take the Measures of Academic Progress (MAP) assessments. MAP assessments are available for student in grades 2-10 in subject areas of reading, language usage, science and mathematics. MAP is a computer-adaptive assessment that is administered as a measure of academic progress up to three times per year: fall, winter, and spring. Most schools that participate in the MAP testing program, including Richland Two, administer the assessments at least twice per year, in the fall and spring. School districts across the nation participate in MAP testing and thus NWEA's database serves as a robust nationally representative pool of students from which a comparison sample may be selected. Students in Med Pro 21 will be matched to virtual comparison group students from schools with similar key demographics, and similar student factors related to the assessment and individual demographics with a ratio of 51 to 1 (i.e., 51 NWEA students to each Richland 2 student). RIT scores (short for Rasch unit) will be used as the student outcome measure in the analysis. A RIT score is an estimation of a student's instructional level and also measures student growth in school. The average of RIT scores in the subject area (reading or math) for the multiple comparison students will be used as the matched score for the VCG sample for each student in the Med Pro 21 treatment group. Two VCGs will be generated; one sample selected from NWEA's full national database (i.e., a national sample) and one sample selected from students in southeastern states (i.e., a regional sample).

School level and student level filters will be used to select VCG qualified students in relation to the sample of students who participate in Med Pro 21. The matched schools will be selected from public schools. First, NWEA schools will be selected using school level filters to ensure similarity to the magnet schools. Next, students will be selected using student level filters

associated with the assessment and with student demographics. School level filters to be used include location (rural, urban, suburban), percentage of students on free and reduced lunch (a proxy for low socioeconomic status students), and percentage of black students (the minority groups of focus for this program). Student level filters to be used include assessment filters of subject area, number of instructional days, and starting RIT score in the fall semester; and student demographic filters including free or reduced lunch status, ethnicity, and gender.

The outcomes of interest are the change scores from fall to spring on the MAP reading and math assessments for students in grades 3 - 8. If the magnet program is successful, students in the Med Pro 21 schools will have greater improvement in performance over each academic year than students in the VCGs. Note that baseline equivalence of the fall assessment scores will be established by means of comparison group selection. Thus, the change from fall to spring will demonstrate academic year growth that can validly be compared between treatment (Med Pro 21) and comparison (VCGs) groups of students with similar baseline achievement scores. To investigate the impact of the Med Pro 21 magnet program's AVID instructional approach on achievement, a multiple linear regression analysis with academic year change in MAP score as the dependent variable and treatment group, subsidized meal status, and minority group status (black and non-black) as the independent variables will be conducted for each subject area and grade level combination annually. In addition, interaction terms between treatment group and student demographics will be included to assess whether Med Pro 21 students show statistically lower achievement gaps than VCG students.

The VCG methodology is a quasi-experimental design that meets the What Works Clearinghouse standards with reservations. Based on a webinar presented by the Institute for Education Sciences on March 3, 2015 (<https://ies.ed.gov/ncee/wwc/Multimedia/23>), a high-

quality quasi-experimental design should have the following critical components: 1) two or more distinct groups, 2) establishment of baseline equivalence, 3) controls for potential confounding factors, and 4) use of valid and reliable outcome measures that are not over-aligned with the intervention. Our impact study meets all of these criteria. First, two distinct groups of students will be compared, students in the Med Pro 21 magnet schools and students in the VCGs (national and regional). Second, baseline equivalence will be established by matching the groups on initial achievement in the fall of each school year. Third, other key demographics at both the school and student levels will be included as matching criteria to further ensure that the composition of the groups are similar on these observable traits at the beginning of the school year, thus eliminating a number of potential confounding factors. Fourth, the outcome measures of achievement on the MAP assessments are valid and reliable measures of academic progress in reading and math. In particular, MAP received positive reviews by Cizek (2016) and Gierl (2016) in the *Mental Measurement Yearbook*. Cizek (2016) wrote, “Available evidence suggests that MAP tests can be used with confidence by school districts to gauge student learning, relative standing, and growth with respect to educational objectives deemed central to the curricular emphases of those districts.”

MAP assessments are administered via computer and student scores are available upon completion of the assessments. MAP data from students in grades 3-8 who are assessed in both the fall and spring of each school year will be used in this study. Following the spring assessments, NWEA researchers will need time to select the VCGs from the national and regional databases. Thus, analysis will be conducted during the summer between each school year starting in year 2. Reports on results from the previous school year will be completed and

shared with Med Pro 21 leaders by August of project years 2, 3, and 4. In addition, a final report summarizing results across all project years will be compiled and delivered by August 31, 2022.

Dr. Tammiee Dickenson, Director of the Office of Program Evaluation at the University of South Carolina, will serve as chief statistician for the Med Pro 21 magnet program and will have responsibility for managing the impact study. Dr. Dickenson's vita is included in the attachments and her qualifications described in the Personnel section. Dr. Dickenson has worked with researchers from NWEA on a previous study that used the VCG methodology with MAP data to select comparison students for a summer reading initiative in South Carolina. With her expertise and experience, Dr. Dickenson is well positioned to provide leadership on the impact study for the Med Pro 21 program.

(2) The extent to which the methods of evaluation include the use of objective performance measures will produce quantitative and qualitative data to the extent possible.

Med Pro 21 Objectives and Performance Measures

The magnet planning team and evaluators have established the following four objectives and 37 performance measures for the Med Pro 21 magnet, all of which align with the district and schools logic models, MSAP performance measures, and GPRA reporting requirements.

Project Objective 1: Promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity (see Table 1). To examine the effectiveness of the Med Pro 21 magnet in reducing minority group isolation, the evaluation team will review each school's demographic data to determine if minority isolation of Black students is decreasing in accordance with each school's enrollment targets. For these performance measures, the District's Planning Department will provide annual fall (October 1) student enrollment data for the Med Pro 21 magnet schools. Enrollment data will be disaggregated by grade level and

ethnicity. The evaluation team will annually compare actual and projected percentages of Black students enrolled at each magnet school to assess whether the percentage of Black students is reduced in accordance with enrollment targets (i.e., a two percentage points decrease per year from the baseline, for a total of 10 percentage points decrease from the baseline over the five years of the program). Similarly, the evaluation team will annually examine each school’s poverty index provided by South Carolina Department of Education (SCDE) to determine the effectiveness of Med Pro 21 in increasing socioeconomic diversity. The actual and the projected poverty index for each Med Pro 21 magnet school will annually be compared to determine whether this is reduced accordingly with the projected targets.

Other measures related to recruitment efforts at the school and district level as well as the number of applications received annually by each magnet school will also be considered in the evaluation. The evaluation team will compare the actual and projected number of recruitment and marketing activities conducted annually by each magnet school and by the district. In addition, the actual and projected percentage increase in number of applications at each magnet school will annually be compared to determine if this increases as expected. Lastly, the percentage increase in Black student enrollment at district feeder schools will be monitored and compared with the district overall percentage increase. Fall student enrollment data for the district and all feeder schools in the district will be provided annually by the District’s Planning Department.

Table 1. Project Objective and Performance Measures for Promoting Diversity

Objective 1. To promote diversity by reducing and preventing minority group isolation and increasing socioeconomic diversity.			
Performance Measures		Targets	Timeline
1.1	By October 1 of each project year, each magnet school will reduce Black minority group isolation by two percentage points each year from the October	2% points 4% points 6% points	October 1, 2018 October 1, 2019 October 1, 2020

	1, 2017 baseline.	8% points 10% points	October 1, 2021 October 1, 2022
1.2	By October 1 of each project year, each magnet school will increase socioeconomic diversity by reducing the school’s poverty index by two percentage points each year from the October 1, 2017 baseline.	2% points 4% points 6% points 8% points 10% points	October 1, 2018 October 1, 2019 October 1, 2020 October 1, 2021 October 1, 2022
1.3	By June 30 of each project year, each magnet school will participate in a minimum of six recruitment and marketing activities.	4 schools 4 schools 4 schools 4 schools 4 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
1.4	The District Recruitment Coordinator will promote awareness and build relationships with target audiences by speaking to at least 40 civic groups and community events annually to promote Med Pro 21 magnet program.	40 events 40 events 40 events 40 events 40 events	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
1.5	Each of the four Med Pro 21 magnet schools will increase the number of applications annually by 5% each year from the 2018 baseline.	NA 5% points 10% points 15% points 20% points	August 15, 2018 August 15, 2019 August 15, 2020 August 15, 2021 August 15, 2022
1.6	For each year of the project, the percentage increase in Black student enrollment at district feeder schools will not exceed the district overall percentage increase.	28 schools 28 schools 28 schools 28 schools 28 schools	October 1, 2018 October 1, 2019 October 1, 2020 October 1, 2021 October 1, 2022

Project Objective 2: Increase student academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging state academic core content standards and academic achievement standards (see Table 2). Performance measures for Objective 2 reflect federal and project priorities that magnet students meet South Carolina’s rigorous annual progress standards in English/language arts and mathematics as measured by the SC Ready assessment (elementary and middle school) and the End-of-Course Examination

Program (EOCEP) for high school. SC Ready English language arts (ELA) and mathematics subtests are included as performance measures for elementary and middle school students in grades 3-8. EOCEPs for English 1 and Algebra 1, typically administered to students in grade 10, are included as performance measures for high school students. Test scores will be provided to the evaluation team each year by the Accountability Dept. so that student progress can be assessed. Annual comparisons in each school's test scores will be done to evaluate the increase in the number of elementary and middle school students meeting or exceeding expectations on SC Ready and the increase in the number of high school students passing the EOCEP subtests.

In addition, elementary and middle school students in grades 3 – 8 will take the Measures of Academic Progress (MAP) reading and mathematics subtests in the fall and spring of each year. The percentage of elementary and middle school students who meet or exceed their MAP growth targets from fall to spring in reading and mathematics will be measured. Included as a measure of achievement in science is the Palmetto Assessment of State Standards (PASS) Science subtest administered to students in grades 4 – 8, and the EOCEP Biology administered to high school students. Also, the ACT composite scale score of Ridge View High School's 11th graders will be analyzed to assess student readiness for post-secondary endeavors. Further, the graduation rate at Ridge View High School will be examined each year to determine if there is an annual increase. Finally, the evaluation team will examine the percentage of AVID students at each magnet school reporting that AVID contributes to their academic success on magnet student surveys administered annually. The performance measures for Objective 2 reflect the goal that all Med Pro 21 magnet schools will meet or exceed the rigorous SC standards for ELA, mathematics, and science and that magnet student scores on all designated assessments will increase annually.

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

Objective 2. To increase student academic achievement by implementing systemic reforms to provide all students the opportunity to meet challenging State academic core content standards and academic achievement standards.			
Performance Measures		Targets	Timeline
2.1	The percentage of students at Rice Creek Elementary, Bridge Creek Elementary, and Kelly Mill Middle who score Meets Expectations, or higher, on the SC READY for English language arts will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.2	The percentage of students at Rice Creek Elementary, Bridge Creek Elementary, and Kelly Mill Middle who score Meets Expectations, or higher, on the SC READY mathematics will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.3	The percentage of students at Rice Creek Elementary, Bridge Creek Elementary, and Kelly Mill Middle who Meet or Exceed their Measures of Academic Progress growth target from fall to spring in reading will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.4	The percentage of students at Rice Creek Elementary, Bridge Creek Elementary, and Kelly Mill Middle who Meet or Exceed their Measures of Academic Progress growth target from fall to spring in mathematics will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.5	The percentage of 4 th and 5 th grade students at Rice Creek Elementary and Bridge Creek Elementary who score Met, or higher, on PASS science will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.6	The percentage of 6 th - 8 th grade students at Kelly Mill Middle School who score Met, or higher, on PASS science will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022

2.7	The percentage of students at Ridge View High School who earn a passing score on the English 1 End Of Course Examination Program (EOCEP) will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.8	The percentage of students at Ridge View High School who earn a passing score on the Algebra 1 EOCEP will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.9	The percentage of students at Ridge View High School who earn a passing score on the Biology EOCEP will increase by two percentage points each year above the 2017 baseline.	2% points 4% points 6% points 8% points 10% points	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.10	The ACT composite scale score of 11 th grade students at Ridge View High School will increase annually (2017 data used as baseline)	1 school 1 school 1 school 1 school 1 school	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.11	The graduation rate at Ridge View High School will increase annually (2017 data used as baseline).	1 school 1 school 1 school 1 school 1 school	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
2.12	The percentage of AVID students at each magnet school who report that AVID contributes to their academic success will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022

Project Objective 3: Develop connections between students, parents, and teachers and their school, community, and global environments (see Table 3). Med Pro 21 program components are designed to increase interaction among students of diverse backgrounds and students' engagement in learning. These performance measures will be assessed by examining student and

teacher responses on annual surveys. These surveys will be developed by the evaluation team in collaboration with project staff and administered in the spring of each project year.

Improving school climate through the use of Med Pro 21 strategies is the focus of performance measures in Objective 3. Researchers have noted the importance of a positive school climate for teachers, parents, and students. Favorable school climate provides the structure in which students, teachers, administrators, and parents function cooperatively and constructively (Brown & Medway, 2007; Bryk & Thum, 1989; Gareau et al., 2010; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Ma & MacMillan, 1999). A favorable school climate provides a supportive work/learning environment and appears to be positively related with important outcomes such as students' academic achievement (Greenberg, 2004; Lee & Burkham, 1996; Stewart, 2008), students' behavior and their decisions to remain in school (Bryk & Thum, 1989; Rumberger, 1995), increased teacher job satisfaction (Ma & MacMillan, 1999), increased retention and attendance, and better home-school relationships (DiStefano, Monrad, May, McGuinness, & Dickenson, 2007). In addition, a positive school climate has been found to be positively related to indicators of school success, such as standardized test scores, adequate yearly progress (AYP) measures, and school report card information (DiStefano et al., 2007; Greenberg, 2004; Monrad et al., 2008; Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006).

South Carolina is one of a few states requiring students, parents, and teachers at all public schools to complete an annual school climate survey. The SCEPC has analyzed the state's climate survey data base for the last ten years and has used factor analytic techniques to identify 14 school climate factors. Information regarding these teacher, student, and parent factors as well as item-level results for each school are included in a school climate profile which is proprietary and only produced by the SCEPC (Appendix 3). This profile can be used by school personnel to

identify strengths and weaknesses in terms of their school climate as well as trends in their climate over time. To support school personnel in interpreting their school climate profile and using this tool to improve their school climate, SCEPC also developed an interpretation guide (Appendix D).

Table 2a. includes selected information from the school climate profiles of Med Pro 21 schools. Specifically, the 2016 school climate percentiles included in this table demonstrate the need for improvement of school climate in each school because numerous school climate factor scores are below the state average (50th percentile). The evaluation team will assess progress in school climate at each magnet school by annually comparing the school climate percentiles to determine if there is an increase in their ranking for at least 10 of the 14 school climate factors.

Table 2a. 2016 State-Level Percentiles of School Climate Factors for Med Pro 21 Schools

School Climate Factor	Bridge Creek	Rice Creek	Kelly Mill	Ridge
Teacher working conditions/ leadership	55%	38%	28%	7%
Teacher home-school relationship	67%	38%	39%	26%
Teacher instructional focus	65%	28%	19%	14%
Teacher resources	86%	59%	72%	30%
Teacher physical environment	92%	26%	62%	26%
Teacher safety	79%	56%	40%	7%
Student learning environment	19%	58%	41%	15%
Student social-physical environment	36%	31%	38%	23%
Student home-school relationship	23%	60%	36%	14%
Student safety	25%	42%	20%	13%
Parent learning environment	NA	43%	68%	65%

Parent social-physical environment	NA	54%	47%	61%
Parent teacher care and support	NA	47%	34%	53%
Parent home-school relationship	NA	55%	35%	75%

The evaluation team will also document each magnet school’s partnerships with community organizations and businesses as well as family engagement activities and attendance at each magnet school. Also, each school is expected to form and maintain a diverse magnet advisory council, including teacher, parent, student, administrator and community members. Providing choices to parents, increasing family and community engagement with the Med Pro 21 schools, and providing a diversity of perspectives will be a focus of the magnet program.

Table 3. Project Objective and Performance Measures for Developing Connections

Objective 3. To develop connections between students, parents, teachers, and their community.			
Performance Measures		Targets	Timeline
3.1	The percentage of students at each magnet school who report that Med Pro 21 engages them in interactions with students of different social, economic, ethnic, and racial backgrounds will increase to...	50%	June 30, 2018
		60%	June 30, 2019
		70%	June 30, 2020
		80%	June 30, 2021
		90%	June 30, 2022
3.2	The percentage of students at each magnet school who report that the components of Med Pro 21 are increasing their engagement in learning will increase to...	50%	June 30, 2018
		60%	June 30, 2019
		70%	June 30, 2020
		80%	June 30, 2021
		90%	June 30, 2022
3.3	The percentage of teachers at each magnet school who report that Med Pro 21 increases interactions among students of diverse backgrounds will increase to...	50%	June 30, 2018
		60%	June 30, 2019
		70%	June 30, 2020
		80%	June 30, 2021
		90%	June 30, 2022
3.4	The percentage of teachers at each magnet school who report that Med Pro 21 increases student	50%	June 30, 2018
		60%	June 30, 2019

	engagement in learning will increase to...	70% 80% 90%	June 30, 2020 June 30, 2021 June 30, 2022
3.5	By June 30 of each project year, at least 10 of the 14 school climate factors at each magnet school will show an increase in their percentile ranking, indicating the development of connections between students, parents, and teachers (2017 data used as baseline).	4 schools 4 schools 4 schools 4 schools 4 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.6	By June 30 of each project year, each Med Pro 21 magnet school will conduct four theme-based family engagement activities.	4 schools 4 schools 4 schools 4 schools 4 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.7	The number of family members attending magnet theme-based activities organized at each magnet school will increase by 10% each year over the 2018 baseline.	NA 10% points 20% points 30% points 40% points	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.8	By June 30 of each project year, each Med Pro 21 magnet school will add at least two partnerships with community organizations and local businesses (2017 data used as baseline).	4 schools 4 schools 4 schools 4 schools 4 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
3.9	Each of the four Med Pro 21 magnet schools will create and maintain a diverse magnet advisory council, including teacher, parent, student, administrator, and community representatives.	4 schools 4 schools 4 schools 4 schools 4 schools	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022

Project Objective 4: Build the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended (see Table 4). In order to improve the district’s capacity to maintain *Med Pro 21* after potential funding ends, the Med Pro 21 leadership team is ensuring that professional development services are of sufficient quality, intensity, and duration to lead to profound improvements at all four

targeted schools. Richland Two will use magnet school funds to provide training on the program components. Specifically, teachers and administrators at each magnet school will receive training on AVID instructional approach as well as in magnet theme-based strategies unique to each school. The number of teachers attending the professional development trainings will be collected annually. Teachers’ perceptions of training effectiveness will be gathered through the annual spring teacher survey. Further, teachers’ perceptions of being prepared to teach the Med Pro 21 curriculum within state guidelines and teachers’ confidence in their ability to continue operating the magnet program after Federal funding ends will be collected through the annual survey. Lastly, survey data will be used to assess teachers’ perceptions regarding the effectiveness of program components in meeting student needs.

To further assess the district’s capacity to maintain the Med Pro 21 program, data regarding student health profiles will also be collected. Improving student preparation for a healthy lifestyle is a key component of Med Pro 21. The percentage of student health profiles that were completed and improved will be collected annually at each magnet school to assess student progress in preparation for a healthy lifestyle.

Table 4. Project Objective and Performance Measures for Building Capacity

Objective 4. To build the capacity, including professional development, to continue operating magnet schools at a high performance level after the Federal funding has ended.			
Performance Measures		Targets	Timeline
4.1	The percentage of administrative staff at each Med Pro 21 school who participate in at least 50 hours of annual professional development on AVID strategies will increase to...	75% 80% 85% 90% 95%	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
4.2	The percentage of teachers at each Med Pro 21 school who participate in at least 50 hours of annual professional development on AVID	75% 80% 85%	September 30, 2018 September 30, 2019 September 30, 2020

	strategies will increase to...	90% 95%	September 30, 2021 September 30, 2022
4.3	The percentage of administrative staff at each Med Pro 21 school who participate in at least 50 hours of annual professional development in magnet theme-based strategies will increase to...	75% 80% 85% 90% 95%	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
4.4	The percentage of teachers at each Med Pro 21 school who participate in at least 50 hours of annual professional development in magnet theme-based strategies will increase to...	75% 80% 85% 90% 95%	September 30, 2018 September 30, 2019 September 30, 2020 September 30, 2021 September 30, 2022
4.5	The percentage of teachers participating in professional development at each Med Pro 21 school who rate the professional development components as effective will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
4.6	The percentage of teachers at each Med Pro 21 school reporting that they have received sufficient training to continue operating the magnet program after Federal funding ends will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
4.7	The percentage of teachers at each Med Pro 21 school reporting that they understand how to implement the program within state standards guidelines will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
4.8	The percentage of teachers at each Med Pro 21 school reporting that program components are effective in meeting student needs will increase to...	50% 60% 70% 80% 90%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
4.9	The percentage of students at each Med Pro 21 school who completed their student health profiles will increase to...	25% 50% 75% 85% 95%	June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
4.10	The percentage of student health profiles showing an improvement in major health	NA 4 schools	June 30, 2018 June 30, 2019

	elements will increase annually (2018 data used as baseline).	4 schools	June 30, 2020
		4 schools	June 30, 2021
		4 schools	June 30, 2022

As sections (1) and (2) of the evaluation plan described, the formative and summative data collection and analysis methods are comprehensive and include both quantitative data (e.g., demographic information, test scores from state and national assessments, graduation rates, school climate data, student health profiles, and annual surveys of teachers and students) and qualitative data (e.g., feedback to open-response survey items, interviews/focus groups). The evaluation team is dedicated to ensuring the objectivity of results, validity and reliability of measures, and quantification of results.

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

Quantifiable and Qualitative Results. The evaluation methods will produce quantifiable results for all four project objectives and their corresponding performance measures. Disaggregated

student enrollment data will be provided by the District's Planning Department to evaluate the schools' performance measures related to the reduction of Black minority group isolation and each school's poverty index. The assessments used in Objective 2 to review progress in student achievement include state assessments (SC Ready, PASS, EOCEP tests, and ACT) and the norm-referenced MAP assessment. These assessments provide objective measurements of student achievement and based on them, the evaluation team will be able to review with faculty at each school their increases in student achievement of state content standards and increases in student achievement as compared to students in a national, norm-referenced test. In addition, the evaluation team will use confirmatory factor analysis (CFA) to explore school climate data at each magnet school for Objective 3. This multi-variate statistical procedure will determine how well the survey items measure the climate construct and will result in mean factor scores for each of the school climate factors for each school. Other descriptive and inferential statistics (i.e., t-tests) will be utilized as needed. The comprehensive impact study planned to assess the effectiveness of Med Pro 21's AVID instructional approach is designed to produce valid results in order to determine evidence of promise. Quantifiable statistics will also be shared in the annual performance report for the following data elements: hours of professional development (key district personnel, administrators, and teachers), item analysis of teacher and student annual surveys and teacher workshop evaluations, frequencies and percentages of family involvement, community involvement, number of recruitment/marketing activities, number of applications, percentage of student health profiles completed and improved, and graduation rates.

Qualitative data will be collected through site visits, focus groups, and interviews. The collection of qualitative data is critical to assess stakeholder reactions to program components and strategies, and to triangulate data collected via implementation rubrics and surveys.

Additional qualitative data collected will include open response survey items to solicit input from teachers and students about issues related to implementation and needed improvements.

(3) The extent to which the costs are reasonable of the proposed project.

The extent to which evaluation costs are reasonable is directly related to the comprehensiveness of the proposed evaluation. The USC evaluation team has planned a rigorous, comprehensive evaluation, including an impact study, to ensure that the evaluation data can be used to guide program implementation, improvement, and the measurement of performance objectives as well as examining the project's evidence of promise. The evaluation of Med Pro 21 will address all four project objectives related to the effectiveness of the program in (1) promoting student diversity, (2) increasing student achievement, (3) developing connections between students, parents, teachers, and their community and (4) building capacity of administrators and teachers. To monitor progress and assess the effectiveness of the program on all these objectives and their corresponding performance measures, the evaluation team will conduct the following major activities at the school and district level: **School level**

- Develop implementation rubrics and monitor program implementation at each school
- Develop, review, and administer student and teacher magnet surveys
- Analyze survey data including closed- and open- response items for each school
- Analyze school climate data and develop school climate profiles
- Provide school personnel with additional resources (e.g., School Climate Interpretation Guide) and training for interpreting their school's climate profile
- Develop interview/ focus group protocols and classroom observation rubrics
- Conduct school site visits including classroom observations and interviews/focus groups of students, teachers, parents, and school leadership

- Create summary reports for each school (i.e., annual survey results report, site visit report, annual progress report on project objectives and performance measures)
- Participate in monthly school magnet meetings

District level

- Design and conduct an impact study including data collection, data analysis, and reporting on program's impact on student academic achievement at proposed magnet schools
- Collect additional school and district level data needed for federal reporting and complete federal reports (i.e., Ad-Hoc, APR)
- Collect and analyze additional school and district level data needed for monitoring visits
- Participate in district level magnet meetings

The comprehensive set of data collection instruments including implementation rubrics, student and teacher surveys, interview/ focus group protocols, and classroom observation rubrics will allow the evaluation team to assess the development of the project's implementation in each school as well as to get feedback from **all** teachers and students (grade 3 and higher) who are participating in Med Pro 21. Project participants have valuable insights on project implementation and the evaluation team will make certain that all participants have a voice in gauging the success of Med Pro 21 and identifying any needed improvements.

Implementation rubrics will be completed twice a year by the evaluation team in collaboration with project staff at each magnet school. In addition, the evaluation team will annually administer student and teacher surveys and will conduct classroom observations and interviews/ focus groups with various stakeholders (i.e., students, teachers, parents, and school leadership) at each magnet school. The evaluation team will conduct annual analysis of quantitative and qualitative data and results will be reported in a series of deliverables prepared

for program staff and stakeholders as well as for federal reporting and monitoring visits. In addition, school climate data obtained from the SC Department of Education (SCDE) will be analyzed and school climate profiles will be developed and presented to each magnet school.

The evaluation team will use a variety of methods to provide both formative and summative performance feedback and specific outcome data for the project director, school and district staff, parents, and other project stakeholders. A variety of evaluation reports will be prepared and shared with district and school staff throughout each project year:

Type of Evaluation Report	Date(s) Provided
Federal Annual Performance Report (APR)	April in each project year
Federal Ad-Hoc Performance Report	October in each project year
Project Implementation Report	August in each project year
Project Performance Measures Report	October in each project year
Site Visit Report	May in each project year
Teacher and Student Survey Report	August in each project year
School Climate Profiles	August in each project year
Final Med Pro 21 Evaluation Report	September 2022
Impact Study of AVID strategies	August 2022

The formative evaluation will provide school leadership teams with updates on their implementation progress and their meeting of program objectives. The evaluation team will guide district, school, and project staff in reviewing project implementation and outcomes. To document project implementation, evaluation team members will attend project staff meetings to monitor the progress of the project activities. The review of project implementation and outcomes will involve project staff in the development of data collection instruments, the

interpretation of the results from data collection, and project improvement planning based on the results. In addition, the evaluation team will provide project staff and stakeholders with site visit reports based on classroom observations and interview/focus groups conducted at each magnet school. Results will be discussed with school and district leadership and necessary changes will be considered for program improvement. These will help monitor the progress of program implementation and effectiveness by taking into consideration a variety of perspectives from students, teachers, parents, and administrators.

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

In the fall, the district staff and school leadership teams will review the evaluation's annual performance report which will describe the implementation of the project and the degree to which program objectives and performance measures are met. An example of the types of school feedback is provided in an excerpt from a summary performance report. As shown in the figure, if the performance measure is met, the cell is highlighted in green. If the measure is not met, the cell is highlighted in orange. Also, each school's progress is depicted across years.

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

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

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

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

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

In addition, the fall summary report prepared by the evaluation team also provides a summary across performance measures for the individual magnet schools by providing them with information about performance measures. Importantly, the summary also lists measures where progress was made toward meeting those measures. The formative and summative implementation and performance data shared with project personnel are critical in ensuring that continual progress is made in the progress of project implementation and the achievement of performance measures. To assess the program’s impact on student academic achievement, the evaluation team will design and conduct an impact study. This will include working with NWEA in creating the comparison group used for the study, collecting data annually from both program students and comparison students, performing preliminary statistical analysis annually, and presenting preliminary results to project staff and stakeholders. In addition, at the end of the project, the evaluation team will conduct comprehensive statistical analyses of data from the entire duration of the project, will prepare reports, and present the results and conclusions on program effectiveness in increasing student academic achievement at the four magnet schools.