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THE STATE OF SOUTH CAROLINA
In the Court of Appeals

APPEAL FROM SOUTH CAROLINA ADMINISTRATIVE LAW COURT

S. Phillip Lenski, Administrative Law Judge

Docket No.: 10-ALJ-30-0437-AP
Court of Appeals Tracking Number: 2012208467

SC COURT OF APPEALS
JUN 18 2012
RECEIVED

Midlands Math and Business Academy Charter School, ... Appellants,

v.

Richland County School District 1 Board of Commissioners, ... Respondents.

RECORD ON APPEAL
VOLUME II OF IV

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RECORD ON APPEAL
VOLUME I OF III

THE STATE OF SOUTH CAROLINA
IN THE
ADMINISTRATIVE LAW COURT

MIDLANDS MATH AND BUSINESS ACADEMY CHARTER
SCHOOL,

PETITIONER,

VS.

RICHLAND COUNTY SCHOOL DISTRICT ONE,

RESPONDENT.

SUBMITTED BY:
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THE STATE OF SOUTH CAROLINA
In the Administrative Law Court

APPEAL FROM RICHLAND COUNTY SCHOOL DISTRICT 1
BOARD OF COMMISSIONERS
Vince Ford, Chairperson

Case No.

Midlands Math and Business Academy Charter School, ...Appellant,

v.

Richland County School District 1 Board of Commissioners, ...Respondent.

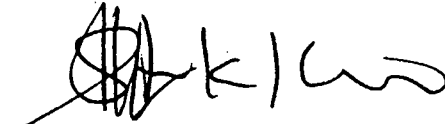
NOTICE OF APPEAL

Midlands Math and Business Academy Charter School ("MMBA") hereby appeals an order from the Richland County School District 1 Board of Commissioners ("District") issued on April 28, 2010, revoking Appellant's charter to operate a public Charter school within the respondent's jurisdiction. A copy of the Order is attached hereto.

ISSUES ON APPEAL

- I. Are District's factual findings with respect to MMBA's charter clearly erroneous in view of the substantial evidence on the record?
- II. Do District's findings and reasons for revoking MMBA's charter constitute a material breach of the charter?
- III. Did the district err in ruling that MMBA failed to meet or make reasonable academic progress as laid out in its charter?

- IV. Is the District's conclusion that MMBA curriculum is not aligned to state standards clearly erroneous in view of the substantial evidence on the record?
- V. Did the District err in finding that MMBA did not comply with federal and State individualized education program progress report requirement?
- VI. Is District's conclusion that MMBA's teaching and administrative staff do not meet the qualifications specified in MMBA application and therefore and material breach clearly erroneous in view of the substantial evidence on the record
- VII. Was District's decision to revoke MMBA's charter application arbitrary and capricious or characterized by abuse of discretion or a clearly unwarranted exercise of discretion?
- VIII. Are the District's factual findings with respect to MMBA arbitrary and capricious and therefore clearly erroneous in view of the substantial evidence on the record?



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May 21, 2008

STATE OF SOUTH CAROLINA	)	BEFORE THE RICHLAND COUNTY
	)	SCHOOL DISTRICT ONE
COUNTY OF RICHLAND	)	BOARD OF COMMISSIONERS
	)	
	)	
In the Matter of Midlands Math and	)	ORDER
Business Academy Charter School	)	
_____	)	

INTRODUCTION

Richland County School District One Board of Commissioners ("the Board"), in accordance with the provisions of S.C. Code Ann. § 59-40-110(F), held a hearing on February 16, 2010 to consider whether the charter of Midlands Math and Business Academy Charter School ("MMBA")¹ should be revoked. The hearing was held at the request of MMBA and included the recommendation of the District's Administration, opposition to the recommendation by MMBA, supporting evidence, oral argument by MMBA and public comment. After careful consideration of MMBA's performance under the contract, the Board voted to revoke the charter. The Board herein provides a written explanation of its reasons for revocation of the charter.

PROCEDURAL BACKGROUND

On November 24, 2009, the Board voted to notify MMBA of its intent to revoke the charter, effective the last day of the 2009-2010 school year. The Board's action was based on its initial findings that MMBA had committed numerous material violations of the conditions, standards or procedures provided in the charter application and that MMBA had failed to meet reasonable progress, as defined in the charter application, toward pupil achievement standards

¹ Under sponsorship of Richland County School District One, MMBA commenced with instruction during the 2004-2005 school year pursuant to an application approved by the Board in accordance with the provisions of the South Carolina Charter Schools Act.

identified in the application. MMBA was notified of the Board's intent in a letter dated December 11, 2009. Also included in the correspondence was a summary of the evidence used by the Board in making its decision. These materials included a copy of the findings by the District's Administration and staff following their comprehensive review of MMBA's compliance with the provisions of its charter application.

In accordance with MMBA's request for a hearing, the Board scheduled a public hearing for February 16, 2010, the purpose of which was to provide MMBA an opportunity to be heard and to receive public comment prior to taking final action on whether to revoke MMBA's charter. The Board provided written notice to MMBA of the public hearing and the Friday preceding the public hearing an agenda was posted on the District's website and sent to five newspapers (The State, The Columbia Star, The Black News, The Free Times, and Midlands Live), the Associated Press, five television stations (WIS TV 10, WLTX 19, WOLO 25, WACH Fox 57, and SCETV), six radio stations (B106 FM, WVOC, WXBTV, WFMV, WWDM, and WMLK) and the New Millennium Magazine, which is a web-based publication.

During the February 16, 2010 public hearing, MMBA submitted written materials to the Board and made a presentation based on those materials asking that the Board not proceed with revocation. District's Administration then made a presentation to the Board setting forth the grounds for revocation which had previously been given to MMBA. Following the presentations of District's Administration and MMBA, the Board opened the floor for public comment from community members and others in attendance. The Board also directed questions to both MMBA and the District's Administration which were limited to the materials presented. However, no witness testimony was taken during the hearing.

For its next regularly scheduling meeting of March 23, 2010, the Board placed the matter of MMBA's revocation as an action-item on the agenda and provided notice to MMBA. At the meeting, a motion was made and adopted by the Board, to revoke MMBA's charter based upon the numerous material violations by MMBA of the conditions, standards, and procedures provided in the charter applications and MMBA's failure to make reasonable progress, as defined in the charter application, toward pupil achievement standards. The Board also adopted a motion authorizing the board Chairman to execute this written order setting forth the reasons for the Board's decision.

LEGAL STANDARDS

A school board's decision not to renew or revoke a charter is governed by the provisions of the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10, et. seq. Specifically, S.C. Code Ann. § 59-40-110(C), provides in pertinent part:

A charter must be revoked or not renewed by the sponsor if it determines that the charter school:

- (1) committed a material violation of the conditions, standards, or procedures provided for in the charter application;
- (2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;
- (3) failed to meet generally accepted standards of fiscal management; or
- (4) violated any provision of law from which the charter school was not specifically exempted. (emphasis added).

FINDINGS OF FACT

The Board, having considered the record in its entirety, hereby makes the following findings of fact:

1. MMBA's charter application contained numerous statements, promises and assurances that were relied upon when the Board decided to grant sponsorship, including the following:
 - a. "All curriculum and projects will be based upon the South Carolina Standards for all disciplines." (MMBA Application, pg. 9)
 - b. "The teachers of MMBA will provide instruction to students based on the South Carolina Academic Standards for all subjects. These standards identify the goals that our students will achieve in each subject area at each grade level." (MMBA Application, pg. 10)
 - c. "In order to comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, MMBA will work collaboratively with Richland School District One in serving all students with special needs. We will employ at least two full-time certified Special Education Teachers . . ." (MMBA Application, pg. 11)
 - d. MMBA "[w]ill adhere to all provisions of the federal law relating to students with disabilities, including Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable." (MMBA Application pg. 3, numbered 14 of 15)
 - e. "All special education teachers will meet the certificate requirements of the No Child Left Behind Law." (MMBA Application pg. 19)
 - f. "The entire student population and specific subgroups of MMBA will meet the adequate yearly progress goals each year." (MMBA Application pg. 27)
 - g. "[T]he number of students in our school meeting standard will increase by 20.6% in ELA and 21.15% in Math after our first year of implementation" and "will increase by the same percentage every three years until the school year 2013-2014, when 100% of students will be meeting standard (scoring proficient on PACT)."
2. Annual reviews were conducted and feedback was given to MMBA in accordance with § 59-40-110 of the South Carolina Charter Schools Act. In addition, the District's Administration made numerous site visits throughout MMBA's existence to monitor compliance and offer assistance to MMBA so that State and District standards are met.

3. At the conclusion of the 2006-2007 school year, MMBA demonstrated a lack of student achievement under the provisions of the charter application and an unacceptable gain towards meeting State standards as evidenced by low student performance on the Palmetto Achievement Challenge Test (PACT).
4. As MMBA's students continued to perform below acceptable standards, MMBA was placed on an improvement plan in an effort to reverse the continued decline in student achievement.
5. To assist MMBA in meeting the standards for student achievement provided in its charter application, the District's Administration and staff provided substantial technical assistance which included the following:
 - a. The District routinely notified MMBA's teachers and administrators of all District-sponsored staff development activities related to standards-based instruction and assessment;
 - b. The Executive Directors of Elementary Schools and Curriculum and Instruction along with subject area specialists regularly monitored the implementation of the MMBA academic improvement plan and provided written feedback to MMBA teachers and staff;
 - c. The District's Office of Accountability, Assessment, Research and Evaluation provided MMBA a PACT data analysis and provided a session to the principal and teachers on interpretation and use of PACT data to drive instruction; and
 - d. The District's Charter School Liaison, facilitated communications between MMBA and the District.
6. While MMBA's PACT scores showed some improvement, the annual review completed in Spring 2008 revealed that MMBA had yet to make adequate yearly progress (AYP) in any year and overall student performance continued to fall below the standards set forth in the charter application.
7. The District continued its efforts to assist MMBA to meet the standards for student achievement provided in its charter application by increasing technical support in the following ways:
 - a. Two consultants and a psychologist from the District's Office of Special Education were assigned to monitor MMBA's adherence to Individual Education

Plans (IEPs), the status of all MMBA's special education students, and to provide reevaluations as needed;

- b. All District professional development dealing with State standards for curriculum and instruction were continuously made available to MMBA teachers; and
 - c. The District assisted MMBA in procuring and implementing SuccessMaker®, an intervention skills-based program in math and reading.
- 8. In Spring 2009, the District again reviewed MMBA's student achievement and determined that despite increased support by the District, adequate student progress at MMBA had not occurred and problems continued to exist in the area of instruction.
 - 9. On May 26, 2009, the Board requested a comprehensive review of MMBA's adherence to its charter, particularly in the area of student achievement.
 - 10. A review committee, appointed by Superintendent Percy Mack, developed and executed a comprehensive review plan which was approved by the Board on July 21, 2009. The comprehensive review was interactive with the staff and administration of MMBA working with the review committee to gather information.
 - 11. The comprehensive review commenced on July 22, 2009 and was concluded in November 2009. During the review, extensive and regular feedback was given by the review committee to MMBA's leadership team.
 - 12. Several key findings were made by the review committee which evidenced MMBA's failure to comply with its charter:
 - a. The Core Knowledge Curriculum used by MMBA had not been aligned to State standards. MMBA's ELA, Math and Science curricula were not aligned to current standards. MMBA had not updated its curriculum to meet current ELA standards, which were released by the South Carolina Department in 2007, and its Science curriculum did not align with the latest State standards that were adopted in 2005.
 - b. MMBA used very little supplemental print sources and most of what they did use was outdated. The curriculum lacked rigor and as such, could not ensure mastery of basic skills concepts.

- c. MMBA only employed one special education teacher, although the charter application provided for a minimum of two full-time certified Special Education Teachers. Further, the special education teacher is not "highly qualified" as provided for in the charter.
 - d. MMBA failed to meet federal and State guidelines regarding student IEP progress reports.
 - e. MMBA failed to meet the achievement objectives outlined in its charter. For five years, MMBA failed to make adequate yearly progress on PACT, which is an achievement standard adopted in the charter application.
 - f. MMBA failed to increase the number of students meeting standard on PACT by 20.6% in English and Language Arts (ELA) and 21.15% in Math over a three year period as promised in the charter application.
 - g. The Director of MMBA does not hold a S.C. teaching certificate or an educational administration certification.
 - h. Student resources were inadequate to support a strong literacy program as evidenced by absence of a comprehensive school library and adequate classroom print resources.
13. On November 7, 2009, the findings of the review committee were presented to the Board and on November 24, 2009 the Board vote to accept the Administration's recommendation to notify MMBA of its intent to revoke the charter.

DISCUSSION

I. MMBA committed material violations of the conditions, standards and procedures in the charter application.

A charter application constitutes a contract between the charter school and its sponsor. S.C. Code Ann. § 59-40-60(A). As such, the charter school is obligated by law to comply with its charter application and fulfill the promises contained therein. As set forth below, MMBA's charter application included several assurances regarding its curriculum and staffing to gain sponsorship by the District. These assurances and promises were material to the application and relied upon by the District when the charter application was approved. However, MMBA did

not comply with the provisions of its charter application as it had promised. As a result, revocation is warranted.

A. MMBA's curriculum was not aligned with State standards as agreed to in its charter.

With respect to curriculum and the application of State standards, the charter application provides:

"All curriculum and projects will be based upon the South Carolina Standards for all disciplines." (MMBA Application, pg. 9)

"The teachers of MMBA will provide instruction to students based on the South Carolina Academic Standards for all subjects. These standards identify the goals that our students will achieve in each subject area at each grade level." (MMBA Application, pg. 10)

In May 2009, members of the District's Curriculum and Instruction Department reviewed the curriculum and instructional materials that were submitted by MMBA for the annual review process. Based upon their review, they found that MMBA's ELA, Math and Science curricula were aligned to outdated standards. MMBA had not updated its curriculum to meet current Science standards, which were released by the South Carolina Department of Education in 2005. In addition, MMBA's Math curriculum did not align with current State standards that were adopted in 2007, and its ELA curriculum did not align with current State standards that were adopted in 2008. Further, District staff found that the Core Knowledge Program, which MMBA uses for all grades and across subjects, was not aligned with current State standards. District staff also found that some standards were not addressed in MMBA's curriculum at all, and that there were numerous gaps in the curriculum, insufficient support materials, and inadequate resources to support a strong literacy program as evidenced by the absence of a comprehensive school library and adequate classroom print resources.

District staff also observed classroom instruction at MMBA. During their observations, they found that standards for lessons were not visible or evident during lessons. Additionally, they found that MMBA was utilizing very little supplemental print resources and most of what they did use was outdated. They also found that there was a lack of rigor in MMBA's curriculum.

At the hearing, MMBA submitted materials regarding its curriculum and State standards. The materials show that MMBA made some efforts after the District's review to align its curriculum with State standards.² However, the materials fail to demonstrate that MMBA was using curriculum, and providing instruction, based on State standards for all subjects continually throughout its existence as promised by MMBA in its charter application. MMBA's assertion that it has now corrected the alignment issues is an admission that MMBA's curriculum was not in alignment when the District conducted its review and for a substantial period of time prior to the review. MMBA's failure to continuously adhere to a curriculum that is aligned with State standards is a direct violation of the conditions, standards and procedures provided in its charter application and is therefore, grounds for which revocation is warranted.

B. MMBA does not employ two special education teachers as required by its charter application.

MMBA's charter application provides that:

"In order to comply with the individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, MMBA will work collaboratively with Richland School District One in serving all students with special needs. We will employ at least two full-time certified Special Education Teachers . . ." (MMBA Application, pg. 11)

² According to the "Project Completion Timeline" on the fifth page of Exhibit 8 in MMBA's binder, the task of "Standard Alignment" was completed by MMBA on November 6, 2009, which is months after the District conducted its comprehensive review.

Notwithstanding the provisions of its charter, MMBA employs only one special education teacher. MMBA attempted to justify its digression from the charter application by stating that they only had a little over 100 students and would only need 2 special education teachers if they had full enrollment of 200 students. However, the need for special education teachers should be based on the needs of the special education students, not the overall enrollment of the school. Further, the charter application does not provide that special education staffing will be reduced if MMBA did not meet its enrollment goals. If MMBA intended to do so, it should have stated this in its charter application. In the alternative, MMBA should have requested an amendment to the charter application. On previous occasions MMBA has requested, and the Board has approved, amendments to MMBA's charter. However with regard to special education staffing, MMBA failed to make such a request.

C. Members of MMBA's teaching and administrative staff do not meet the qualifications specified in MMBA's charter application.

MMBA's charter application provides that:

"All special education teachers will meet the certificate requirements of the No Child Left Behind Law." (MMBA Application pg. 19)

The No Child Left Behind Act (NCLB), 20 U.S.C. § 6319, requires that teachers be "Highly Qualified." In order to be Highly Qualified under the NCLB, a teacher must establish competency in each subject matter that he or she teaches. To establish competency, a teacher must complete one of the following for every academic subject currently assigned: a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC); a university subject matter program approved by the CTC; an undergraduate major in the subject taught; a graduate degree in the subject taught; or coursework equivalent to the undergraduate major.

MMBA has one special education teacher. This teacher possesses a South Carolina teaching certificate in the area of Special Education. However, there is no evidence that she has established competency in the subject matters that she teaches. Thus, she is not "Highly Qualified" and does not meet the requirements of NCLB as promised in MMBA's charter application.

MMBA's charter application also lists the qualifications for its Director:

"Director/Lead Teacher Qualification: Must hold current South Carolina Teaching Certification or Education Administration Certification . . ." (MMBA Application pg. 18)

The charter application also provides that:

"Either the director or the administrative assistant must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration." (MMBA Application pg. 18)

MMBA's Director, Gerald A. Jenkins, does not hold a South Carolina teaching certification or education administration certification. At the hearing, MMBA contended that the latter provision on page 18 of the charter application "qualified" or superseded the first requirement. In other words, MMBA asserts that the Director does not need to have certification if he or the administrative assistant has administrative experience. We do not believe that this is a correct interpretation. The charter application clearly provides that the Director must hold teaching or administrative certification. The charter application later provides that either the director or administrative assistant must have administrative certification or administration experience. This provision does not excuse the certification requirement. Rather, it adds an assurance that someone on the leadership staff will have administrative certification or administrative experience.

D. MMBA did not comply with federal and State individualized education program (IEP) progress report requirements.

Under S.C. Code Ann. § 59-40-50, a charter school must adhere to the disability rights requirements as are applied to public schools operating in the same school district. Further, South Carolina regulations on charter schools provide that a charter application must include an explanation as to how the school will comply with the IDEA, Section 504, and the Americans with Disabilities Act. S.C. Code Ann. Regs. 43-601(II)(D)(9).

In the "Statement of Assurances" section of MMBA's charter application, MMBA promised that it:

"Will adhere to all provisions of the federal law relating to students with disabilities, including Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable." (MMBA Application pg. 3, numbered 14 of 15)

A review conducted by Marilyn Davis, the District's Executive Director of Special Education, as part of the 2009 comprehensive review, revealed that MMBA had failed to meet federal and State IEP guidelines regarding student progress reports. Under the IDEA, periodic reports on progress toward IEP goals are to be provided as directed by the student's IEP. 20 U.S.C. § 1414(d)(1)(A)(i)(II); 34 C.F.R. § 300.320(a)(3)(ii). Ms. Davis' review revealed numerous inconsistencies in providing student IEP progress reports and at least one situation where no progress report had been developed for a student whose IEP required progress reporting every 4.5 weeks.

Compliance with laws and regulations concerning students with disabilities is of particular concern to the District because as the Local Education Agency or "LEA" under the law, the District is ultimately responsible for ensuring that all students with disabilities in the District, including those attending charter schools, are served appropriately. As a result, a

charter school's failure to adhere to federal and State special education laws reflects directly on the District and can result in legal claims and penalties against the District. MMBA is required by law and its charter application to comply with the provisions of the federal law relating to students with disabilities. Their failure to do so is a breach of their obligations and grounds for revocation pursuant to S.C. Code Ann. § 59-40-110(C)(1),(4).

II. MMBA failed to meet or make reasonable progress toward pupil achievement standards as defined in the charter application.

MMBA's charter application included a section entitled "Student Assessment" that sets forth standards for measuring MMBA's pupil achievement. The section is on page 27 of the charter application, which is labeled as "Addendum to Charter School Application." The achievement standards contained in the section use student test scores from the Palmetto Achievement Challenge Test (PACT) to measure student progress. Included in the "Student Assessment" section are two specific measurable standards for pupil achievement:

1. "The entire student population and specific subgroups of MMBA will meet the adequate yearly progress goals each year." (MMBA Application pg. 27)
2. "[T]he number of students in our school meeting standard will increase by 20.6% in ELA and 21.15% in Math after [MMBA's] first year of implementation. After the first year, the number of students meeting standard will increase by the same percentage every three years until the school year 2013-2014, when 100% of students will be meeting standard (scoring proficient on PACT)." (MMBA Application pg. 27) This standard is also referred to as a "three-year step increase."

The test scores released by the South Carolina Department of Education reveal that MMBA did not make adequate yearly progress in any of the years that the PACT was

administered to MMBA students (*i.e.*, 2005-2008). Thus, MMBA did not meet the first pupil standard in its charter application, which required adequate yearly progress on PACT every year.

This failure to meet the standards in the charter application was compounded by the fact that MMBA's student achievement on the PACT fell well below the district's overall performance scores. (See Exhibit 14 in MMBA's binder.) For example, on 2008 PACT testing students enrolled at MMBA had higher percentages of Below Basic scores than Richland One students in ELA, Math, Science and Social Studies. In addition, students enrolled at MMBA had much lower percentages of students scoring Proficient or Advanced than Richland One students in ELA, Math, Science and Social Studies.

MMBA also failed to meet the second standard, which requires a three-year step increase of 20.6% in ELA and 21.15% in Math. From 2005 to 2008, the number of MMBA elementary students who met standard (Proficient or Advanced) in ELA increased by 8.5% and the number of MMBA middle school students who met standard in ELA increased by 7.7%. (See Exhibit 14 in MMBA's binder.) Both of these percentages fall well below the required 20.6% for ELA. As for Math, the number of MMBA elementary students who met standard increased by 12.7% and the number of MMBA middle school students who met standard in ELA increased by 0.2%. Once again, these percentage increases do not meet the standard set forth in the charter application, which requires an increase of 21.15%.

Under the South Carolina Charter Schools Act, the standards for reasonable progress are defined by the charter application. S.C. Code Ann. § 59-40-110(C). As detailed above, MMBA did not meet either of the two measurable achievement standards contained in the Student Assessment section of its charter application. Therefore, the charter must be revoked.

During the February 16, 2009 hearing, MMBA argued that its charter should not be revoked because MMBA students made adequate yearly progress in 2009.³ The Board rejects this argument for several reasons. First, the charter application promised that MMBA would make adequate yearly progress every year, not just one year. Second, the State utilized a different assessment tool in 2009, the newly adopted Palmetto Assessment of State Standards (PASS), and the scores from PASS are not directly comparable to PACT scores. Under the PASS, students can score into one of three categories: not met, met and exemplary. In contrast, the PACT used four categories: below basic, basic, proficient and advanced. Because of the differences in the assessment tools and achievement categories, 2009 PASS scores are most useful as a baseline for analyzing future PASS results and do not provide a strong indicator of improvement.⁴ Third and finally, the performance of MMBA students on the 2009 PASS was still below District averages. The percentage of MMBA students scoring "Not Met" exceeded District averages on all grade levels and subjects areas of PASS except 8th grade science. Thus, even after five years of implementing its program, MMBA has been unable to raise student achievement to District average levels.

Improving student achievement is an imperative that requires immediate action. MMBA has been afforded five years to fulfill the promises it made regarding student achievement. The data reveals that MMBA did not deliver the results it promised.

³ MMBA also asserted that it was the only middle school in the District to make AYP in 2009. This assertion is misleading. MMBA is an elementary and middle school hybrid, serving grades 4-8. When MMBA's middle school grade scores are disaggregated from its elementary grade scores, MMBA's middle school grades did not meet AYP. MMBA's elementary grade scores did meet AYP as did most of the District's elementary schools.

⁴ The South Carolina Department of Education acknowledged in a press release that the increased number of schools meeting adequate yearly progress (AYP) based on scores from the 2009 Pass was more likely due to a change in the AYP calculation than dramatically improved test scores.

SUMMARY OF DECISION

Based on the foregoing findings, analysis and conclusions the Board hereby revokes the charter for the Midlands Math and Business Academy Charter School effective the last day of the 2009-2010 academic school year. Accordingly, the Board directs MMBA's dissolution to commence pursuant to S.C. Code Ann. § 59-40-120.

Executed by:



Vince Ford
Chairman, Board of Commissioners
Richland County School District One

April 27, 2010

Columbia, South Carolina

MINUTES

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS

RICHLAND COUNTY SCHOOL DISTRICT ONE

ALCORN MIDDLE SCHOOL

TUESDAY, MARCH 23, 2010

7:00 P.M.

MEMBERS BOARD OF SCHOOL COMMISSIONERS

MR. VINCE FORD, CHAIRMAN

DR. JASPER SALMOND, VICE-CHAIRMAN

MR. DWAYNE SMILING, SECRETARY

MR. JAMIE DEVINE, PARLIAMENTARIAN

MR. ROB TYSON

MRS. SUSIE DIBBLE

MRS. BARBARA SCOTT

REPORTED BY
BARBARA D.B. CHEESEBORO
1103 PINECROFT DRIVE
WEST COLUMBIA, S.C. 29170REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
ALCORN MIDDLE SCHOOL
MARCH 23, 2010

MINUTES

ALCORN MIDDLE SCHOOL

5125 FAIRFIELD ROAD

COLUMBIA, S.C. 29203

HELD TUESDAY, MARCH 23, 2010

7:00 P.M.

MATTER OF**RECORD:**

AS MANDATED BY THE FREEDOM OF INFORMATION ACT PASSED BY THE SOUTH CAROLINA GENERAL ASSEMBLY, THE RECORDS WILL SHOW THAT THE LOCAL NEWS MEDIA WERE NOTIFIED OF THIS MEETING. THE RECORD WILL ALSO SHOW THAT THE CHAIRMAN VINCE FORD CALLED FOR A MOTION TO GO INTO OPEN SESSION TO DISCUSS SEVERAL ISSUES: (1) ACTION: BOND RESOLUTION- REFUNDING OF BONDS; (2) ACTION: MIDLANDS MATH AND BUSINESS ACADEMY; (3) INFORMATION: INTERNAL AUDITOR REPORT; (4) INFORMATION: PERSONNEL MATTER: (5) INFORMATION: PERSONNEL UPDATE: (6) ACTION: REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS .
RICHLAND SCHOOL DISTRICT ONE
ALCORN MIDDLE SCHOOL
MARCH 23, 2010

OUT OF COUNTRY TRAVEL; (7) ACTION: PERSONNEL MATTER; (8) INFORMATION: UPDATE ON CONSTRUCTION PROJECTS; (9) ACTION: MOA-HOPKINS WATER SYSTEM PROJECT; (10) MINUTES: 2/26/10; 3/9/10; (11) HIRING-OF-PERSONNEL; (12) FEBRUARY FINANCIALS; (13) INFORMATION: BOARD STRATEGIC PLANNING RETREAT TASK UPDATE; (14) BOARD REPORT; (15) ACTION: SECOND READING APPROVAL OF 2010-2011 FOREST HEIGHTS CALENDAR; (16) ACTION: SCSBA RESOLUTION ADOPTION; (17) SUPERINTENDENT'S REPORT; (18) ACTION: TEXTBOOK ADOPTION RECOMMENDATIONS; (19) ACTION: HOPKINS WATER SYSTEM PROJECT DEED/EASEMENTS; (20) CONTRACT: LOWER RICHLAND HIGH SCHOOL COSMETOLOGY CLASSROOM RENOVATION.

CALL TO ORDER:

THE BOARD OF COMMISSIONERS MET AT ALCORN MIDDLE SCHOOL, COLUMBIA, SOUTH CAROLINA 29203, ON TUESDAY, MARCH 23, 2009. CHAIRMAN VINCE FORD CALLED THE MEETING TO ORDER AT 7:00 P.M.

PRESENT:

CHAIRMAN VINCE FORD, DR. JASPER SALMOND,
MR. DWAYNE SMILING, MR. JAMIE DEVINE,

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
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MR. ROB TYSON, MRS. SUSIE DIBBLE,

MRS. BARBARA SCOTT.

INVOCATION:

CHAIRMAN FORD CALLED UPON REVEREND
AARON BISHOP OF GRACE CHRISTIAN CHURCH TO
GIVE THE INVOCATION.

SCHOOL PRESENTATION:

MR. DEVINE GAVE THE HISTORY OF ALCORN
MIDDLE SCHOOL.

DR. BARON DAVIS, PRINCIPAL, WELCOMED
SCHOOL BOARD MEMBERS; HIGHLIGHTED THE
SCHOOL'S LITERACY PROGRAM AND OTHER
ACCOLADES. HE INTRODUCED THE SCHOOL'S
FACULTY AND STAFF. THE BOARD WAS
ENTERTAINED WITH POETRY BY SOME OF THE STUDENTS
AT ALCORN.

SCHOOL BOARD

CHAIRMAN FORD GAVE THE SCHOOL BOARD

SPOTLIGHT:

SPOTLIGHT FOR THE MARCH 23, 2010 SCHOOL
BOARD MEETING. (SEE ATTACHMENT FOR
DETAILED INFORMATION).

AGENDA ADOPTION:

CHAIRMAN FORD STATED THAT THE FOLLOWING
CHANGES WOULD BE MADE TO THE AGENDA:

UNDER EXECUTIVE SESSION ITEM 2 (C)

ACTION: PERSONNEL MATTER WOULD BE ADDED

TO THE AGENDA. DR. MACK ASKED FOR THE REMOVAL

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OF ITEM 7 (B) INFORMATION: DISTRICT RECYCLING
UPDATE AND ITEM 7 (D) ACTION: SCE&G LIGHTING
AGREEMENT FOR C.A. JOHNSON.

MOTION:

DR. SALMOND MOVED FOR APPROVAL WITH THE
CORRECTIONS AS STATED AND WAS SECONDED BY
MRS. SCOTT, MRS. DIBBLE AND MR. DEVINE.

VOTE: IN FAVOR: UNANIMOUS (7-0)

PUBLIC PARTICIPATION:

MS. DORIS GLYMPH GREENE TALKED ABOUT THE
IMPORTANCE OF COMPELTING THE CENSUS FORMS
AND MAILING THEM BACK. SHE PROVIDED U.S.
CENSUS PINS TO BOARD MEMBERS AND ASKED
THEM TO SERVE AS AMBASSADORS. SHE ASKED
THAT THE PROPOSED RESOLUTION PROVIDED BE
ADOPTED; SHE ASKED THAT ALL SCHOOLS IN
DISTRICT ONE TO PUT ON THEIR MARQUEE APRIL
1ST, A CENSUS DAY REMINDER.

CONSENT AGENDA:

APPROVAL OF MINUTES: 2/26/10; 3/9/10

HIRING OF PERSONNEL

FEBRUARY FINANCIALS

MOTION:

DR. SALMOND MOVED FOR APPROVAL AND WAS
SECONDED BY MR. DEVINE.

VOTE: IN FAVOR: UNANIMOUS (7-0)

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OFFICE OF THE**BOARD:****ACTION: BOND RESOLUTION – REFUNDING BONDS**

MS. MATHEWS-HAZEL STATED THE ADMINISTRATION IS RECOMMENDING APPROVAL OF THE BOND RESOLUTION FOR REFUNDING OF GENERAL OBLIGATION FUNDS IN THE AMOUNT NOT TO EXCEED 63.5 MILLION. THE REFUNDING OF THE BOND REFERENDUM WILL PROVIDE A SAVINGS TO TAX PAYERS OF APPROXIMATELY 3.6 MILLION DOLLARS OVER 16 YEARS.

MOTION:

MRS. SCOTT MOVED FOR APPROVAL AND WAS SECONDED BY DR. SALMOND.

VOTE: IN FAVOR: MR. TYSON, MRS. DIBBLE, DR. SALMOND, CHAIRMAN FORD, MR. SMILING AND MRS. SCOTT

IN ABSTENTION: MR. DEVINE (6-0)

ACTION: MIDLANDS MATH AND BUSINESS**ACADEMY****MOTION:**

MR. TYSON MOVED FOR THE BOARD TO REVOKE THE CHARTER OF THE MIDLANDS MATH AND BUSINESS ACADEMY BASED UPON ITS FAILURE TO MEET OR MAKE REASONABLE PROGRESS AS DEFINED IN THE CHARTER APPLICATION FOR PUPIL ACHIEVEMENT STANDARDS IDENTIFIED IN THE CHARTER APPLICATION. AND FURTHER

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BASED UPON MIDLANDS MATH AND BUSINESS
ACADEMY'S MATERIAL VIOLATION OF THE
STANDARDS PROVIDED FOR IN THIS CHARTER;
WAS SECONDED BY MR. SMILING, MR. DEVINE AND
DR. SALMOND.

VOTE: IN FAVOR: UNANIMOUS (7-0)

CHAIRMAN FORD STATED THAT THE BOARD
REQUESTS THAT THE DISTRICT PROVIDE A
PROPOSE WRITTEN DECISION IN ACCORDANCE
WITH THE BOARD'S ACTION WITHIN 14 DAYS FROM
THIS DATE.

INFORMATION: INTERNAL AUDITOR REPORT

MR. WASHINGTON PROVIDED THE BOARD WITH AN
INTERNAL AUDITOR REPORT IN EXECUTIVE
SESSION.

INFORMATION: PERSONNEL MATTER

CHAIRMAN FORD STATED THE BOARD MET IN
EXECUTIVE SESSION TO DISCUSS A PERSONNEL
MATTER. NO ACTION WAS REQUIRED.

INFORMATION: BOARD STRATEGIC PLANNING

RETREAT TASK UPDATE

MS. MARILYN DAVIS PROVIDED THE BOARD WITH INFORMATION ON SPECIAL EDUCATION.

BOARD REPORT

CHAIRMAN FORD STATED THERE IS A MAY 3 DEADLINE FROM THE SCSBA ON THE ELECTION OF SCHOOL BOARD ASSOCIATION OFFICERS AND DIRECTORS FOR 2010-2011 THAT TAKES PLACE AT THE DELEGATE ASSEMBLY IN DECEMBER.

OFFICES TO BE FILLED IS A ONE YEAR TERM OF PRESIDENT, ELECT VICE PRESIDENT, TREASURER AND SECRETARY AND REGIONAL POSITIONS;

ANY POSSIBLE RESOLUTIONS THERE IS A DEADLINE ON THAT; AS WELL AS AN OPPORTUNITY TO NOMINATE ORGANIZATIONS OF PROGRAMS THAT WE WOULD LIKE TO SEE RECOGNIZED BY SCSBA

COMMUNITY BASED ORGANIZATIONS THAT WE BELIEVE ARE WORTHY OF RECOGNITION;

CHAIRMAN FORD, WITH COMMON CONSENT OF THE BOARD ASKED THAT THE BOARD CONSIDER SENDING A LETTER OF WELCOME TO RICHLAND TWO'S NEW SUPERINTENDENT

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AS WELL AS A LETTER TO DR. HEFNER FOR HIS SERVICE
 IN THIS COUNTY AS OUR SISTER DISTRICT AS HE IS RETIRING.
 MR. DEVINE STATED THIS PAST SATURDAY HE
 ATTENDED THE ACHIEVEMENT GAP CONFERENCE AT
 CRAYTON MIDDLE SCHOOL AND THE DISTRICT'S STAFF DID
 A GOOD JOB OF PROVIDING SPEAKERS. HE ALSO NOTED
 THAT ATTENDANCE INCREASED FROM LAST YEAR.
 DR. SALMOND STATED HE ATTENDED A PROGRAM
 TODAY AT SACHEL FORD WHICH WAS WRITTEN
 BY THE STUDENTS THEMSELVES. HE STATED
 THAT THE MUSIC WAS OUTSTANDING BUT THAT A
 MOST INTERESTING ASPECT OF IT WAS THE FACT
 THAT IT WAS TELECAST TO ENGLAND AND THEY
 HAD INTERACTION FROM THE STUDENTS IN
 ENGLAND.

ACTION: SECOND READING APPROVAL OF 2010-2011

FOREST HEIGHTS CALENDAR

MR. OUTZS RECOMMENDED APPROVAL OF THE
 2010-2011 CALENDAR FOR FOREST HEIGHTS
 ELEMENTARY SCHOOL WITH THE SCHOOL YEAR
 BEGINNING ON AUGUST 2 AND ENDING ON JUNE 8.

MOTION:

MRS. SCOTT MOVED FOR APPROVAL AND WAS
 SECONDED BY DR. SALMOND.

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VOTE: IN FAVOR: UNANIMOUS (7-0)

ACTION: SCSBA RESOLUTION ADOPTION

CHAIRMAN FORD STATED THERE IS A COPY OF THE RESOLUTION THAT'S IN OUR BOARD PACKET. IF PASSED, THAT WE WILL ALL SIGN IT AND SEND IT OVER TO THE SCSBA AS WELL AS TO OUR DELEGATION AND OTHER KEY DECISION AND POLICY MAKERS IN THE STATE OF SOUTH CAROLINA.

MOTION:

MRS. SCOTT MOVED FOR APPROVAL AND WAS SECONDED BY MRS. DIBBLE AND DR. SALMOND.

VOTE: IN FAVOR: UNANIMOUS (7-0)

OFFICE OF THE

SUPERINTENDENT:

DR. MACK STATED THIS MORNING (MARCH 23) WE HELD A NEWS CONFERENCE TO ANNOUNCE THE RESULTS OF OUR "3 FOR 3 HAITIAN RELIEF CAMPAIGN. HE ADDED THAT THROUGH THE CAMPAIGN, WE ASKED DISTRICT EMPLOYEES TO GIVE AT LEAST \$3 FOR EACH OF THREE DESIGNATED PAY PERIODS. THANKS TO THE GENEROSITY OF RICHLAND ONE EMPLOYEES, AS WELL AS BUSINESSES AND OTHER COMMUNITY SUPPORTERS WHO JOINED OUR EFFORTS, WE PRESENTED SCOTT SALEMME, REGIONAL CEO OF THE AMERICAN RED CROSS OF CENTRAL SOUTH CAROLINA, WITH A CHECK FOR

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\$20,000 TO GO TOWARD PROVIDING FOOD, WATER AND MEDICAL SUPPLIES FOR THE PEOPLE OF HAITI. ACCORDING TO MR. SALEMME, OUR DONATION TOOK THE TOTAL OF LOCAL GIVING FOR HAITIAN RELIEF OVER THE \$1 MILLION MARK. WE EXTEND OUR SINCERE APPRECIATION TO EVERYONE WHO CONTRIBUTED TO OUR "3 FOR 3" CAMPAIGN.

DR. MACK REPORTED THAT MORE THAN 100 ELECTED OFFICIALS, BUSINESS AND COMMUNITY LEADERS, RETIREES AND MEMBERS OF THE NEWS MEDIA WILL BE IN OUR ELEMENTARY SCHOOLS THURSDAY MORNING (MARCH 25) READING TO THIRD-GRADERS AS PART OF OUR TOGETHER WE CAN READ INITIATIVE IN PARTERSHIP WITH THE CITY OF COLUMBIA. HE THANKED ALL OF OUR GUEST READERS FOR MAKING TIME IN THEIR BUSY SCHEDULES TO READ TO OUR STUDENTS AND HELP PROMOTE THE IMPORTANCE OF LITERACY AND THE JOY OF READING. DR. MACK ALSO THANKED CITY COUNCILWOMAN TAMEIKA ISAAC DEVINE FOR CONTINUED LEADERSHIP AND SUPPORT OF THIS INITIATIVE.

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DR. MACK ADDED THAT ANOTHER ONE OF OUR MAJOR COMMUNITY ENGAGEMENT INITIATIVES IS COMING UP IN JUST A FEW WEEKS. BUSINESS, CIVIC AND COMMUNITY LEADERS WILL BE PARTICIPATING IN OUR SECOND ANNUAL PRINCIPAL FOR A DAY INITIATIVE ON TUESDAY, APRIL 12. DR. MACK ADDED THAT THE 50 PARTICIPANTS WILL INCLUDE A STATE LEGISLATOR, A UNIVERSITY PRESIDENT, TWO ARMY COLONELS, TWO BANK EXECUTIVES AND TWO TV REPORTERS.

DR. MACK REPORTED THAT THE 2010 RICHLAND ONE ACADEMIC ALL-STARS RECOGNITION BANQUET WILL BE HELD AT 6:30 P.M. TUESDAY, APRIL 20 AT THE COLUMBIA METROPOLITAN CONVENTION CENTER. HE NOTED THAT THIS YEAR, 129 SENIORS HAVE MET THE ACADEMIC ALL-STARS CRITERIA. TO QUALIFY, STUDENTS MUST HAVE AT LEAST A 3.5 GPA, RANK IN THE TOP 10 PERCENT OF THEIR HIGH SCHOOL'S SENIOR CLASS AND HAVE NO GRADE LOWER THAN A C FOR ANY SUBJECT COMPLETED FOR HIGH SCHOOL CREDIT. STUDENTS WHO MET THE HIGH SCHOOL SCHOLARS CRITERIA AUTOMATICALLY QUALIFY AS ACADEMIC ALL-STARS.

CONGRATULATIONS TO OUR 2010 ACADEMIC ALL-

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STARS. WE LOOK FORWARD TO HONORING THEM
ON APRIL 20.

DR. MACK ANNOUNCED THAT ALL RICHLAND ONE
SCHOOLS AND ADMINISTRATIVE OFFICES WILL BE
CLOSED APRIL 2-9 FOR SPRING BREAK.

DR. MACK ACKNOWLEDGED MR. KELVIN WASHINGTON
(INTERNAL AUDITOR) WHOSE SON WAS THE STARTING
POINT GUARD ON THE STATE CHAMPIONSHIP KEENAN
RAIDERS BASKETBALL TEAM. ERIC WASHINGTON WAS
NAMED TO THE ALL TOURNAMENT TEAM AND ALSO THE
STATE CHAMPIONSHIP GAME CO-MVP ALONG WITH JAKE
GREEN. HE WAS THE STATE NEWSPAPER ALL AREA 2-A
PLAYER OF THE YEAR AND WAS THIRD PLACE IN THE ALL
REGION PLAYER OF THE YEAR. ERIC WAS
INDUCTED INTO THE NATIONAL HONOR SOCIETY
AT KEENAN HIGH SCHOOL, AS WELL.

MR. TYSON COMMENDED DR. MACK AND HIS
STAFF FOR THE BOND RESOLUTION. HE ASKED
IN PREPARING THE BUDGET TO LOOK HARD AT
ALL OF THE PROGRAMS AND BRING BACK A
RECOMMENDATION SO THAT WE CAN FOCUS ON
WHAT REALLY MATTERS IN MAKING SURE THAT
OUR KIDS GET WHAT THEY NEED IN THE

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CLASSROOM.

OFFICE OF ACADEMICS:

ACTION: TEXTBOOK ADOPTION RECOMMENDATION

MS. JENNINGS RECOMMENDED APPROVAL OF THE TEXTBOOK ADOPTION FOR THE AREAS OF SECONDARY MATHEMATICS, GERMAN, BUSINESS, FINANCE, MARKETING AND INFORMATION TECHNOLOGY.

MOTION:

DR. SALMOND MOVED FOR APPROVAL AND WAS SECONDED BY MR. DEVINE.

MRS. SCOTT NOTED SHE WAS VERY IMPRESSED BY THE REPORT AND SELECTIONS, BUT SHOCKED AS TO WHAT A TEXTBOOK COST TODAY, WHICH IS ASTRONOMICAL.

VOTE: IN FAVOR: UNANIMOUS (7-0)

OFFICE OF HUMAN

INFORMATION: PERSONNEL UPDATE

RESOURCES:

MR. DILLIHAY PROVIDED THE BOARD WITH A PERSONNEL UPDATE IN EXECUTIVE SESSION.

ACTION: OUT OF COUNTRY TRAVEL

MR. DILLIHAY STATED THE ADMINISTRATION IS RECOMMENDING APPROVAL OF THE PROFESSIONAL LEAVE REQUEST OF DR. JANE EASON.

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THE COST OF THE TRAVEL IS GOING TO BE BORNE BY THE FELLOWSHIP AND NO TRAVEL EXPENSES WILL BE INCURRED BY THE SCHOOL DISTRICT.

MOTION:

MRS. DIBBLE, DR. SALMOND AND MRS. SCOTT MOVED FOR APPROVAL AND WAS SECONDED BY MR. DEVINE.

DISCUSSION:

DR. SALMOND NOTED THIS IS TRULY COMMENDABLE: DR. EASON, ONE OF TEN TEACHERS IN THE COUNTRY TO RECEIVE SUCH AN AWARD.

VOTE: IN FAVOR: UNANIMOUS (7-0)

ACTION: PERSONNEL MATTER

MR. DILLIHAY STATED THE ADMINISTRATION IS RECOMMENDING THE APPROVAL OF THE REQUEST TO RELEASE AN ADMINSTRATOR FROM THE ADMINISTRATOR INSTRUCTOR SUPPORT CONTRACT. THE ADMINISTRATOR WITH THE INITIALS D.S. IS REQUESTING TO BE RELEASED FROM THE CONTRACT EFFECTIVE APRIL 2, 2010.

MOTION:

DR. SALMOND MOVED FOR APPROVAL AND WAS SECONDED BY MRS. DIBBLE.

VOTE: IN FAVOR: UNANIMOUS (7-0)

OFFICE OF OPERATIONS: ACTION: MOA – HOPKINS WATER SYSTEM PROJECT
 MR. HENRY STATED THE ADMINISTRATION
 RECOMMENDS APPROVAL OF THE HOPKINS WATER
 SYSTEM MOA BETWEEN THE DISTRICT AND
 RICHLAND COUNTY TO ESTABLISH A NEW
 COMMUNITY WATER SYSTEM IN THE HOPKINS
 AREA.

MOTION: MR. SMILING MOVED FOR APPROVAL AND WAS
 WAS SECONDED BY MRS. DIBBLE.

VOTE: IN FAVOR: UNANIMOUS (7-0)

ACTION: HOPKINS WATER SYSTEM PROJECT DEED/
 EASEMENTS

MR. HENRY STATED THE ADMINISTRATION
 RECOMMENDS APPROVAL OF THE HOPKINS
 WATER SYSTEM PROJECT DEED/EASEMENTS AT
 THREE SCHOOLS: HOPKINS ELEMENTARY;
 HOPKINS MIDDLE AND GASTON ELEMENTARY.

MOTION: MR. SMILING MOVED FOR APPROVAL AND WAS
 SECONDED BY DR. SALMOND AND MR. DEVINE.

DISCUSSION: DR. SALMOND ASKED IF WE ARE CERTAIN THAT
 THE AREA THAT IS BEING ENCUMBERED BY THE
 LAND AREA WOULD BE ESSENTIALLY THE SAME
 AS THAT IS THERE AND THERE IS NOT ANY LARGE

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EXTENSION OUTSIDE OF THE AREA THAT'S
CURRENTLY BEING COVERED.

MR. HENRY RESPONDED YES.

VOTE: IN FAVOR: UNANIMOUS (7-0)

ACTION: CONTRACT: LOWER RICHLAND HIGH
SCHOOL COSMETOLOGY CLASSROOM
RENOVATION

MS. OUTING STATED THE ADMINISTRATION
REQUEST APPROVAL OF THE LISTED CONTRACT.

MOTION:

MR. SMILING MOVED FOR APPROVAL AND WAS
SECONDED BY MRS. SCOTT, DR. SALMOND AND
MR. DEVINE.

DISCUSSION:

MR. DEVINE STATED THERE IS NO MINORITY
PARTICIPATION IN THIS AND ASKED IF ANY
MINORITY CONTRACTORS WERE NOTIFIED.

MS. OUTING RESPONDED THIS PARTICULAR
CONTRACT WAS ADVERTISED IN OURSOUTH CAROLINA
BUSINESS OPPORTUNITIES PUBLICATION.

MS. OUTING STATED THAT SHE WILL HAVE TO DO SOME
ADDITIONAL RESEARCH AND FIND OUT WHO EXACTLY IT
WENT TO.

MR. DEVINE ASKED IF IT WAS ADVERTISED IN THE
STATE NEWSPAPER IN THE CLASSIFIED SECTION.

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MS. OUTING STATED THAT SHE WAS NOT SURE BUT
WOULD PROVIDE MR. DEVINE WITH THAT INFORMATION.

VOTE: IN FAVOR: UNANIMOUS (7-0)

INFORMATION: UPDATE ON CONSTRUCTION
PROJECTS

MR. PERKINS PROVIDED THE BOARD WITH AN
UPDATE ON CONSTRUCTION PROJECTS IN
EXECUTIVE SESSION.

ADJOURNMENT:

CHAIRMAN FORD ADJOURNED THE MEETING AT
8:40 P.M.

STENOGRAPHER

CHAIRMAN, BOARD OF SCHOOL
COMMISSIONERS

SECRETARY/TREASURER, BOARD OF
SCHOOL COMMISSIONERS

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RICHLAND SCHOOL DISTRICT ONE
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MARCH 23, 2010

MINUTES

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS

RICHLAND COUNTY SCHOOL DISTRICT ONE

STEVENSON ADMINISTRATION BUILDING

TUESDAY, MARCH 9, 2010

7:00 P.M.

MEMBERS BOARD OF SCHOOL COMMISSIONERS

MR. VINCE FORD, CHAIRMAN

DR. JASPER SALMOND, VICE-CHAIRMAN

MR. DWAYNE SMILING, SECRETARY

MR. JAMIE DEVINE, PARLIAMENTARIAN

MR. ROB TYSON

MRS. SUSIE DIBBLE

MRS. BARBARA SCOTT

REPORTED BY
BARBARA D.B. CHEESEBORO
1103 PINECROFT DRIVE
WEST COLUMBIA, S.C. 29170

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STEVENSON ADMINISTRATION BUILDING
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MINUTES

STEVENSON ADMINISTRATION BUILDING

COLUMBIA, S.C. 29201

HELD TUESDAY, MARCH 9, 2010

7:00 P.M.

MATTER OF
RECORD:

AS MANDATED BY THE FREEDOM OF INFORMATION ACT PASSED BY THE SOUTH CAROLINA GENERAL ASSEMBLY, THE RECORDS WILL SHOW THAT THE LOCAL NEWS MEDIA WERE NOTIFIED OF THIS MEETING. THE RECORD WILL ALSO SHOW THAT THE CHAIRMAN VINCE FORD CALLED FOR A MOTION TO GO INTO OPEN SESSION TO DISCUSS SEVERAL ISSUES: (1) INFORMATION: CONTRACTUAL MATTER: MIDLANDS MATH AND BUSINESS ACADEMY; (2) INFORMATION: LEGAL STATUS REPORT; (3) INFORMATION: PERSONNEL UPDATE; (4) INFORMATION: UPDATE ON CONSTRUCTION PROJECTS; (5) MINUTES: 2/23/10; (6) HIRING-OF-PERSONNEL; (7) LEAVE OF ABSENCE; (8)

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CONTRACT EXTENSION: {1}NOVANET; (9)
 INFORMATION: BOARD STRATEGIC PLANNING
 RETREAT TASK UPDATE; (10) BOARD REPORT; (11)
 ACTION: FIRST READING APPROVAL OF 2010-2011
 FOREST HEIGHTS CALENDAR; (12)
 SUPERINTENDENT'S REPORT; (13) INFORMATION:
 END-OF-COURSE ASSESSMENT RESULTS.

CALL TO ORDER:

THE BOARD OF COMMISSIONERS MET AT
 STEVENSON ADMINISTRATION BUILDING, 1616
 RICHLAND STREET, SOUTH CAROLINA 29201, ON
 TUESDAY, MARCH 9, 2010. CHAIRMAN VINCE FORD
 CALLED THE MEETING TO ORDER AT 7:00 P.M.

PRESENT:

CHAIRMAN VINCE FORD, DR. JASPER SALMOND,
 MR. DWAYNE SMILING, MR. JAMIE DEVINE,
 MR. ROB TYSON, MRS. SUSIE DIBBLE AND
 MRS. BARBARA SCOTT.

INVOCATION:

CHAIRMAN FORD CALLED UPON DEACON DR.
 JASPER SALMOND OF FIRST CALVARY BAPTIST
 CHURCH TO GIVE THE INVOCATION.
 CHAIRMAN FORD RECOGNIZED BOY SCOUT
 TROOP NO. 10 FROM EASTMINISTER PRESBYTERIAN
 CHURCH.

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SCHOOL BOARD:

MR. TYSON GAVE THE SCHOOL BOARD SPOTLIGHT
FOR THE MARCH 9, 2010 SCHOOL BOARD MEETING.

SPOTLIGHT:

(SEE ATTACHMENT FOR DETAILED INFORMATION).

AGENDA ADOPTION:

CHAIRMAN FORD NOTED THE PROPOSED
CHANGES: UNDER EXECUTIVE SESSION DELETE
ITEM 1(B) ACTION: STUDENT APPEAL, WHICH
CORRESPONDS WITH OPEN SESSION ITEM 3(A) 1 (B).

MOTION:

DR. SALMOND MOVED TO APPROVE THE AGENDA
WITH THE CHANGES AND WAS SECONDED BY
MRS. SCOTT.

VOTE: IN FAVOR: UNANIMOUS (7-0)

PUBLIC PARTICIPATION:

NONE

CONSENT AGENDA:

MINUTES: 2/23/10

HIRING-OF-PERSONNEL

LEAVE OF ABSENCE

CONTRACT EXTENSION

(1) NOVANET

MOTION:

MRS. SCOTT MOVED FOR APPROVAL AND WAS
SECONDED BY DR. SALMOND AND MR. DEVINE.

VOTE: IN FAVOR: UNANIMOUS (7-0)

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OFFICE OF THEBOARD:INFORMATION: CONTRACTUAL MATTER:MIDLANDS MATH AND BUSINESS ACADEMY

CHAIRMAN FORD STATED THIS MATTER WAS DISCUSSED IN EXECUTIVE SESSION WHEREIN THE BOARD RECEIVED LEGAL ADVICE. HE ADDED THAT THE BOARD IS CONTINUING TO DELIBERATE ON THIS MATTER.

INFORMATION: BOARD STRATEGIC PLANNINGRETREAT TASK UPDATE

MS. THOMPSON SHARED RESULTS THAT RELATED TO THE DISTRICT SCHOOL FACILITIES.

BOARD REPORT

CHAIRMAN FORD NOTED THAT THE S.C. SCHOOL BOARD ASSOCIATION DELEGATE ASSEMBLY WILL TAKE PLACE ON DECEMBER 4 AT THE LEGISLATIVE AND ADVOCACY CONFERENCE. HE ADDED THAT THE SCSBA NEEDS THE BOARD'S HELP ON THE FOLLOWING ITEMS: MEMBERS OF THE BOARD INTERESTED IN RUNNING FOR AN OFFICE OR BOARD SLOT, THE DEADLINE IS MAY 3; PROPOSALS FOR 2010 AND 2011 RESOLUTIONS NEED TO BE SHARED AND THE DEADLINE IS JULY 5; PROPOSALS FOR CHANGES TO THE SCSBA

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CONSTITUTION, THE DEADLINE IS JUNE 7;
CHAIRMAN FORD REMINDED THE BOARD ABOUT 2
DAYS AT THE CAPITOL. HE ADDED THAT THIS
CONFERENCE WILL BE HELD TWO DAYS WITH
SCHOOL DISTRICTS HAVING AN ASSIGNED DAY
AND THAT RICHLAND ONE'S DAY IS APRIL 28TH.
CHAIRMAN FORD STATED THAT THEY ARE ASKING
THAT EACH DISTRICT HAVE AT LEAST TWO BOARD
MEMBERS PRESENT AND ADMINISTRATORS.

THE SOUTH CAROLINA SCHOOL BOARD
ASSOCIATION IN COLLABORATION WITH THE
SOUTH CAROLINA DEPARTMENT OF HEALTH AND
ENVIRONMENTAL CONTROL, DIVISION OF
TOBACCO PREVENTION AND CONTROL IS
OFFERING A \$1500 GRANT AWARD TO SCHOOL
DISTRICT WITH INITIATIVES IN SUPPORT OF THE
MODEL COMPREHENSIVE TOBACCO FREE POLICY.

HE ANNOUNCED THAT THE DEADLINE IS MARCH
19TH FOR BOARDS TO NOMINATE ORGANIZATIONS
OR INDIVIDUALS FOR SCSBA CHAMPIONS FOR
PUBLIC EDUCATION; HE FURTHER ANNOUNCED
THAT THE DEADLINE TO APPLY FOR THE S.C.
CAUCUS OF BLACK SCHOOL BOARD MEMBERS

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ANNUAL ESSAY SCHOLARSHIP PROGRAM IS APRIL 1ST.

MR. FORD REPORTED ON SEVERAL BILLS THAT ARE BEING INTRODUCED IN THE HOUSE.

HE ADDED THAT THE SCSBA RESOLUTION WILL BE ON THE MARCH 23RD AGENDA FOR ACTION.

MRS. SCOTT GAVE THANKS TO KAREN YORK AND THE STAFF THAT PUT TOGETHER THE CUSTOMER RELATIONS SEGMENT.

INFORMATION: FIRST READING APPROVAL OF 2010-2011 FOREST HEIGHTS CALENDAR

MR. OUTZS PRESENTED THE FIRST READING APPROVAL OF 2010-2011 FOREST HEIGHTS CALENDAR. HE NOTED THERE IS AN ERROR ON THE CALENDAR IN THE BOARDS PACKET. HE STATED THAT AUGUST 9TH IS MISTAKENLY LISTED AS AN INTERCESSION DAY. HE STATED THAT IT SHOULD BE A REGULAR SCHOOL DAY FOR STUDENTS AND WORK DAY FOR EMPLOYEES. HE NOTED THAT IT WILL BE CORRECTED PRIOR TO SECOND READING.

MOTION:

MRS. SCOTT MOVED FOR APPROVAL AND WAS SECONDED BY DR. SALMOND.

VOTE: IN FAVOR: UNANIMOUS (7-0)

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
STEVENSON ADMINISTRATION BUILDING
MARCH 9, 2010

OFFICE OF THE
SUPERINTENDENT:

LEGAL STATUS REPORT

MS. WILLIAMS PROVIDED THE BOARD WITH THE LEGAL STATUS UPDATE DURING EXECUTIVE SESSION.

SUPERINTENDENT'S REPORT

DR. MACK STATED ON SATURDAY, MARCH 6 AT THE COLONIAL CENTER, THE W.J. KEENAN HIGH SCHOOL BOYS BASKETBALL TEAM DEFEATED BURKE HIGH SCHOOL 57-47 TO WIN THE CLASS 2A STATE CHAMPIONSHIP. THE RAIDERS FINISHED THE SEASON WITH A 22-8 RECORD. CONGRATULATIONS TO THE TEAM AND TO COACH ZACH NORRIS. WE WILL FORMALLY RECOGNIZE THEM AT OUR NEXT BOARD MEETING.

DR. MACK ADDED THAT ALL 14 OF OUR GIRLS AND BOYS VARSITY BASKETBALL TEAMS MADE THE S.C. HIGH SCHOOL LEAGUE PLAYOFFS THIS YEAR. ALSO THIS YEAR, FIVE OF OUR SEVEN VARSITY FOOTBALL TEAMS MADE THE STATE PLAYOFFS. OUR STUDENTS SHOW THAT THEY CAN EXCEL ON THE BASKETBALL COURT OR ON THE FOOTBALL FIELD, WHILE STAYING FOCUSED ON THEIR SCHOOL WORK, WHICH IS ALWAYS THE NUMBER 1

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
STEVENSON ADMINISTRATION BUILDING
MARCH 9, 2010

PRIORITY. RICHLAND ONE REQUIRES STUDENTS TO HAVE AT LEAST A C AVERAGE TO PARTICIPATE IN ATHLETICS OR OTHER CO-CURRICULAR ACTIVITIES.

DR. MACK REPORTED THAT AARON FOUNTAIN, A SENIOR AT THE RICHLAND ONE MIDDLE COLLEGE, IS ONE OF ONLY 104 STUDENTS NATIONWIDE TO BE NAMED A HORATIO ALGER NATIONAL SCHOLAR. AS A RECIPIENT OF THIS HIGHLY PRESTIGIOUS AWARD, AARON WILL RECEIVE A \$20,000 COLLEGE SCHOLARSHIP, ATTEND AN ALL-EXPENSES PAID TRIP TO THE 2010 HORATIO ALGER NATIONAL SCHOLARS CONFERENCE IN WASHINGTON, DC IN APRIL AND HAVE ACCESS TO MENTORING AND OTHER SUPPORT SERVICES AS HE PREPARES FOR COLLEGE. HE CONGRATULATED AARON AND NOTED THAT WE WILL FORMALLY RECOGNIZE HIM AT AN UPCOMING BOARD MEETING.

DR. MACK ANNOUNCED THAT RICHLAND ONE'S THIRD ANNUAL "CLOSING THE ACHIEVEMENT GAP: RELEASING THE POTENTIAL OF AFRICAN-AMERICAN STUDENTS IN TODAY'S PUBLIC SCHOOLS" CONFERENCE WILL BE HELD

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
STEVENSON ADMINISTRATION BUILDING
MARCH 9, 2010

SATURDAY, MARCH 20, FROM 9:00 A.M. TO 3:00 P.M.
AT CRAYTON MIDDLE SCHOOL.

HE ADDED THAT EDUCATORS AND OTHER
INTERESTED COMMUNITY MEMBERS ARE INVITED
AND ENCOURAGED TO ATTEND. PERSONS
INTERESTED IN ATTENDING THE CONFERENCE ARE
ASKED TO REGISTER BY MARCH 16.
REGISTRATION IS FREE. TO REGISTER, CONTACT
DELPHIA BARR IN THE OFFICE OF PROFESSIONAL
DEVELOPMENT AT 400-1669.

DR. MACK RECOGNIZED MR. PRESSLEY (KEENAN
HIGH SCHOOL PRINCIPAL), FOR THE MAGNA CUM
LAUDE AWARD FOR RAPID IMPROVEMENT ON THE
SAT. (HE WAS NOT PRESENT DURING THE SCHOOL
BOARD SPOTLIGHT).

DR. MACK RECOGNIZED DR. DEBRA BRATHWAITE
FOR RECEIVING HER PH.D FROM THE UNIVERSITY
OF DAYTON.

OFFICE OF ACADEMICS:

INFORMATION: END-OF-COURSE ASSESSMENT

RESULTS

DR. COLEMAN PROVIDED A VISUAL PRESENTATION
OF THE RESULTS OF THE 2009 END-OF-COURSE

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
STEVENSON ADMINISTRATION BUILDING
MARCH 9, 2010

EXAMINATION PROGRAM: ALGEBRA I, ENGLISH I, PHYSICAL SCIENCE AND U.S. HISTORY SCORES FOR HIGH SCHOOLS.

DR. EASON PROVIDED A VISUAL PRESENTATION OF THE ACADEMIC SUPPORT. SHE NOTED THAT WE NOW HAVE A FULL TIME MATH CONSULTANT AND HER NO. 1 PRIORITY IS ALGEBRA I. WE ARE DOING ONGOING WORKSHOPS WITH TEACHERS, PRINCIPALS AND API(S).

OFFICE OF HUMAN

RESOURCES:

INFORMATION: PERSONNEL UPDATE

MR. DILLIHAY PROVIDED THE BOARD WITH PERSONNEL UPDATE DURING EXECUTIVE SESSION.

OFFICE OF OPERATIONS:

INFORMATION: UPDATE ON CONSTRUCTION PROJECTS

MR. PERKINS PROVIDED THE BOARD WITH AN UPDATE ON CONSTRUCTION PROJECTS IN EXECUTIVE SESSION.

ADJOURNMENT:

CHAIRMAN FORD ADJOURNED THE MEETING AT 8:25 P.M

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
STEVENSON ADMINISTRATION BUILDING
MARCH 9, 2010

STENOGRAPHER

CHAIRMAN, BOARD OF SCHOOL
COMMISSIONERS

SECRETARY/TREASURER, BOARD OF
SCHOOL COMMISSIONERS

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
STEVENSON ADMINISTRATION BUILDING
MARCH 9, 2010

MINUTES

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS

RICHLAND COUNTY SCHOOL DISTRICT ONE

COLUMBIA HIGH SCHOOL

TUESDAY, FEBRUARY 23, 2010

7:00 P.M.

MEMBERS BOARD OF SCHOOL COMMISSIONERS

MR. VINCE FORD, CHAIRMAN

DR. JASPER SALMOND, VICE-CHAIRMAN

MR. DWAYNE SMILING, SECRETARY

MR. JAMIE DEVINE, PARLIAMENTARIAN

MR. ROB TYSON

MRS. SUSIE DIBBLE

MRS. BARBARA SCOTT

REPORTED BY
BARBARA D.B. CHEESEBORO
1103 PINECROFT DRIVE
WEST COLUMBIA, S.C. 29170

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

MINUTES

COLUMBIA HIGH SCHOOL

COLUMBIA, S.C. 29201

HELD TUESDAY, FEBRUARY 23, 2010

7:00 P.M.

MATTER OF**RECORD:**

AS MANDATED BY THE FREEDOM OF INFORMATION ACT PASSED BY THE SOUTH CAROLINA GENERAL ASSEMBLY, THE RECORDS WILL SHOW THAT THE LOCAL NEWS MEDIA WERE NOTIFIED OF THIS MEETING. THE RECORD WILL ALSO SHOW THAT THE CHAIRMAN VINCE FORD CALLED FOR A MOTION TO GO INTO OPEN SESSION TO DISCUSS SEVERAL ISSUES: (1) INFORMATION: CONTRACTUAL MATTER: MIDLANDS MATH AND BUSINESS ACADEMY; (2) INFORMATION: LEGAL STATUS REPORT; (3) INFORMATION: PERSONNEL UPDATE; (4) INFORMATION: UPDATE ON CONSTRUCTION PROJECTS; (5) MINUTES: 2/9/10; 2/16/10; (6) JANUARY FINANCIALS; (7) CONTINUING

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

RESOLUTION; (8) HIRING-OF-PERSONNEL; (9) INFORMATION: BOARD STRATEGIC PLANNING RETREAT TASK UPDATE; (10) BOARD REPORT; (11) ACTION: NAMING FACILITIES – MCLEOD LECTURE HALL; (13) SUPERINTENDENT'S REPORT; (14) ACTION: CONTRACTS: {1} MILK PRODUCTS; {2} BREAD PRODUCTS; {3} TEACHING AMERICAN HISTORY GRANT PROGRAM; (15) ACTION: EMPOWERING WRITERS.

CALL TO ORDER:

THE BOARD OF COMMISSIONERS MET AT COLUMBIA HIGH SCHOOL, SOUTH CAROLINA 29201, ON TUESDAY, FEBRUARY 23, 2010. CHAIRMAN VINCE FORD CALLED THE MEETING TO ORDER AT 7:00 P.M.

PRESENT:

CHAIRMAN VINCE FORD, DR. JASPER SALMOND, MR. DWAYNE SMILING, MR. JAMIE DEVINE, MR. ROB TYSON, MRS. SUSIE DIBBLE, MRS. BARBARA SCOTT.

INVOCATION:

CHAIRMAN FORD CALLED UPON PASTOR DONALD HALL OF RIDGE HILL BAPTIST CHURCH, TO GIVE THE INVOCATION.

SCHOOL PRESENTATION:

DR. SALMOND GAVE THE SCHOOL HISTORY OF COLUMBIA HIGH SCHOOL.

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

MS. SHENEQUA COLES, PRINCIPAL, WELCOMED THE SCHOOL BOARD AND INTRODUCED THE STUDENTS, SIC MEMBERS, FAMILY INITIATIVE PRESIDENT, PARENTS AND COMMUNITY MEMBERS. A MUSICAL PERFORMANCE WAS PROVIDED BY COLUMBIA HIGH SCHOOL JAZZ BAND AND ORCHESTRA.

AGENDA ADOPTION:

CHAIRMAN FORD NOTED THE PROPOSED CHANGES: UNDER CONSENT AGENDA DELETE CONTRACT EXTENSION: PROVIDE LEGAL SERVICES (ATTORNEYS); UNDER OPEN SESSION DELETE ITEM (5) OFFICE OF ACADEMICS: INFORMATION: END-OF-COURSE ASSESSMENT RESULTS.

MOTION:

DR. SALMOND MOVED TO APPROVE THE AGENDA AND WAS SECONDED BY MRS. SCOTT.

VOTE: IN FAVOR: UNANIMOUS (7-0)

PUBLIC PARTICIPATION:

NONE

CONSENT AGENDA:

MINUTES: 2/9/10; 2/16/10

JANUARY FINANCIALS

CONTINUING RESOLUTION

HIRING-OF-PERSONNEL

MOTION:

MRS. SCOTT MOVED FOR APPROVAL AND WAS SECONDED BY DR. SALMOND AND MR. DEVINE.

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

VOTE: IN FAVOR: UNANIMOUS (7-0)

OFFICE OF THE

INFORMATION: CONTRACTUAL MATTER:

BOARD:

MIDLANDS MATH AND BUSINESS ACADEMY

CHAIRMAN FORD STATED THE BOARD MET IN EXECUTIVE SESSION AND THE BOARD WILL CONTINUE THIS ITEM. ADDITIONAL INFORMATION IS BEING PURSUED.

INFORMATION: BOARD STRATEGIC PLANNING

RETREAT TASK UPDATE

MS. FAYE HOUSTON PROVIDED INFORMATION IN REGARDS TO TEEN PREGNANCY.

DISCUSSION:

DR. SALMOND ASKED ABOUT PARTNERSHIP INITIATIVES IN THE EAU CLAIRE AREA, HAVING THE LARGEST ZIP CODE PROBLEM WITH TEEN PREGNANCY.

MS. HOUSTON RESPONDED THOSE PARTNERSHIPS ARE BEING FORMED AND PERSONS ARE BEING BROUGHT TO THE TABLE.

BOARD REPORT

CHAIRMAN FORD NOTED THAT A BOARD RETREAT IS SCHEDULED FOR FRIDAY, FEBRUARY 26TH AT THE OLYMPIA LEARNING CENTER. HE NOTED ITEMS THAT WILL BE ON THE AGENDA ARE DISCUSSION ABOUT

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

THE OPTIMUM SCHOOL SIZE, DISTRICT
ACADEMIC ASSESSMENT AND THE BUDGET.
CHAIRMAN FORD ASKED THE BOARD AND THE
AUDIENCE TO BE EVER VIGILANT ABOUT ISSUES
RELATED TO THE LEGISLATION THAT'S BEING
INTRODUCED, DISCUSSED AND DEBATED ON AN
ONGOING BASIS.

DR. SALMOND ASKED ABOUT THE POSSIBILITY OF
DISCUSSING THE MEDICAL MAGNET SCHOOL AT
THE RETREAT.

CHAIRMAN FORD NOTED THAT HE VISITED A
MEDICAL MAGNET SCHOOL IN INDIANAPOLIS AND
WAS VERY IMPRESSED. HE ADDED THAT HE
WOULD BE HAPPY TO DISCUSS IT AT THE RETREAT.

ACTION: NAMING FACILITY - MCLEOD LECTURE
HALL

DR. SMITH ALONG WITH MS. DELORIS HAMILTON,
CHAIR OF THE AD HOC COMMITTEE PRESENTED
THE COMMITTEE'S RECOMMENDATION. SHE
ADDED THAT 100 PERCENT OF RESPONDENTS
INDICATED THEY WERE IN FAVOR OF THE
RECOMMENDATION.

MOTION:

DR. SALMOND MOVED FOR APPROVAL AND WAS
 SECONDED BY MR. DEVINE, MRS. DIBBLE AND
 MRS. SCOTT.

VOTE: IN FAVOR: UNANIMOUS (7-0)

OFFICE OF THE**LEGAL STATUS REPORT****SUPERINTENDENT:**

MS. WILLIAMS PROVIDED THE BOARD WITH THE
 LEGAL STATUS UPDATE DURING EXECUTIVE
 SESSION.

SUPERINTENDENT'S REPORT

DR. MACK STATED FOR THE FIRST TIME IN RECENT
 HISTORY ALL 14 OF OUR GIRLS AND BOYS VARSITY
 TEAMS MADE THE SOUTH CAROLINA HIGH
 SCHOOL LEAGUE PLAYOFFS THIS YEAR. AS OF
 FEBRUARY 23, SEVEN OF OUR TEAMS REMAIN IN
 CONTENTION FOR STATE CHAMPIONSHIP TITLES.
 HE ADDED THAT LAST NIGHT THE LOWER
 RICHLAND GIRLS DEFEATED TRAVELERS REST TO
 ADVANCE TO THEN UPPER STATE CHAMPIONSHIP GAME
 ON SATURDAY, FEBRUARY 27TH AT 6:00 P.M. AT THE
 BI-LO CENTER IN GREENVILLE. THE LOWER RICHLAND
 GIRLS ARE THE DEFENDING CLASS 3-A STATE
 CHAMPIONS.

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
 RICHLAND SCHOOL DISTRICT ONE
 COLUMBIA HIGH SCHOOL
 FEBRUARY 23, 2010

DR. MACK NOTED THAT TONIGHT'S GAMES ARE C.A. JOHNSON BOYS VERSUS GREAT FALLS AT RICHLAND NORTHEAST AND THE LOWER RICHLAND BOYS HOST IN GREENVILLE, DREHER BOYS HOST IN DARLINGTON. THE KEENAN GIRLS TRAVEL TO SOUTHSIDE AND THE EAU CLAIRE GIRLS HOST BROOM. HE ADDED THAT TOMORROW NIGHT KEENAN BOYS WILL HOST NEWBERRY. HE MENTIONED THAT ALL GAMES BEGIN AT 7:00 P.M. DR. MACK ANNOUNCED THAT ALONG WITH THE LOWER RICHLAND GIRLS THE WINNERS OF THESE GAMES BOTH TONIGHT AND TOMORROW WILL ADVANCE TO THE UPPER AND LOWER STATE CHAMPIONSHIPS ON SATURDAY. THE STATE CHAMPIONSHIP WILL BE PLAYED ON MARCH 6 AT THE COLONIAL CENTER IN COLUMBIA. WE WOULD LIKE TO CONGRATULATE ALL OF THESE SCHOOLS, THEIR TEAMS AND THEIR COACHES FOR OUTSTANDING REPRESENTATION OF RICHLAND ONE.

DR. MACK REMINDED THE AUDIENCE THAT THE DISTRICT LAUNCHED THE 3 FOR 3 EMPLOYEE GIVING CAMPAIGN TO RAISE FUNDS TO HELP THE

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

EARTHQUAKE VICTIMS IN HAITI. HE EXPLAINED THAT FOR EACH OF THREE DESIGNATED DATES WE HAVE ASKED ALL DISTRICT EMPLOYEES AND OTHERS TO CONTRIBUTE AT LEAST \$3.00. HE ADDED THAT 100 PERCENT OF THE FUNDS COLLECTED WILL BE SENT DIRECTLY TO THE AMERICAN RED CROSS TO HELP PROVIDE FOOD, WATER AND MEDICAL SUPPLIES TO THE PEOPLE OF HAITI. THE THIRD AND FINAL COLLECTION DATE IS MARCH 2ND. HE THANKED ALL OF THE EMPLOYEES FOR THEIR GENEROSITY, CARING AND COMPASSION DURING THIS FUND RAISING EVENT.

DR. MACK ANNOUNCED THAT FORMER BOARD CHAIRWOMAN WENDY BRAWLEY, OWNER OF IMARI WOMAN MAGAZINE AND HER HUSBAND PAUL BRAWLEY HAVE CONTRIBUTED \$500.00 TO OUR RELIEF EFFORT. HE ADDED THAT THEY ARE CHALLENGING OTHER LOCAL BUSINESSES TO JOIN WITH US AS WELL. HE THANKED THE BRAWLEYS FOR THEIR SUPPORT FOR OUR 3 FOR 3 CAMPAIGN. HE NOTED THAT IF OTHER BUSINESSES AND INDIVIDUALS WOULD LIKE TO DONATE TO THE RED CROSS THROUGH OUR RELIEF EFFORT

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

ARE ASKED TO CONTACT OUR OFFICE OF COMMUNICATIONS AT 231-7504. HE THANKED MS. FAYE HOUSTON WHO SPEARHEADED THIS EFFORT AND ALL OF THE MEMBERS OF RICHLAND SCHOOL DISTRICT ONE, ALL THE STUDENTS AND STAFF WHO HAVE CONTRIBUTED SO THAT WE CAN BE HELPFUL TO THOSE IN HAITI WHO ARE HAVING SOME SEVERE CHALLENGES AT THIS TIME TO HELP THEM RECOVER AND TO GET BACK ON THEIR FEET.

OFFICE OF HUMAN

RESOURCES:

INFORMATION: PERSONNEL UPDATE

MR. DILLIHAY PROVIDED THE BOARD WITH PERSONNEL UPDATE DURING EXECUTIVE SESSION.

OFFICE OF OPERATIONS:

INFORMATION: UPDATE ON CONSTRUCTION

PROJECTS

MR. PERKINS PROVIDED THE BOARD WITH AN UPDATE ON CONSTRUCTION PROJECTS IN EXECUTIVE SESSION.

ACTION: CONTRACTS: (1) MILK PRODUCTS; (2) BREAD PRODUCTS; (3) TEACHING AMERICAN HISTORY GRANT PROGRAM

MR. HARDISON STATED THE ADMINISTRATION REQUESTS APPROVAL OF THE LISTED CONTRACTS.

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

MOTION:

DR. SALMOND MOVED FOR APPROVAL AND WAS
SECONDED BY MRS. SCOTT.

VOTE: IN FAVOR: UNANIMOUS (7-0)

ACTION: EMPOWERING WRITERS

MR. HARDISON STATED THE ADMINISTRATION
RECOMMENDS APPROVAL OF CONTRACT:
EMPOWERING WRITERS.

MOTION:

DR. SALMOND MOVED FOR APPROVAL AND WAS
SECONDED BY MRS. DIBBLE.

VOTE: IN FAVOR: UNANIMOUS (7-0)

ADJOURNMENT:

CHAIRMAN FORD ADJOURNED THE MEETING AT
7:47 P.M

STENOGRAPHER

CHAIRMAN, BOARD OF SCHOOL
COMMISSIONERS

SECRETARY/TREASURER, BOARD OF
SCHOOL COMMISSIONERS

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

REGULAR MEETING OF THE BOARD OF SCHOOL COMMISSIONERS
RICHLAND SCHOOL DISTRICT ONE
COLUMBIA HIGH SCHOOL
FEBRUARY 23, 2010

0060

ROA 285

MIDLANDS MATH AND BUSINESS ACADEMY APPLICATION

SCHOOL BOARD RESPONSE DATED DECEMBER 11, 2009

PS Form 3811, February 2004

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Sent To: Ms. Michelle Spradley, Chairwoman
Midlands Math & Business Academy
P. O. Box 4487
Columbia, SC 29240

City, State, ZIP+4[®]

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits. **MMBA**

1. Article Addressed to:

Ms. Michelle Spradley
Chairman
Midlands Math & Business Academy
P. O. Box 4487
Columbia, SC 29240

2. Article Number
(Transfer from service label) 7003 2260 0005 0572 6504

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent ☐ Addressee

B. Received by (Printed Name) **Gerald Jenkins**

C. Date of Delivery **12-15-09**

D. Is delivery address different from Item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

3. Service Type

☒ Certified Mail ☐ Express Mail
☒ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

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0062

ROA 287

Vince Ford
Chairman

Jasper Salmond
Vice Chairman

Dwayne Smiling
Secretary-Treasurer



BOARD OF COMMISSIONERS
1616 Richland Street / Columbia, SC 29201

Jamie Devine
Parliamentarian

Rob Tyson

Susie Dibble

Barbara Scott

December 11, 2009

CERTIFIED MAIL
7003 2260 0005 0572 6504

Ms. Michelle Spradley
Chairwoman
Midlands Math and Business Academy
Governing Board
2638 Two Notch Road
Columbia, South Carolina 29204

Dear Ms. Spradley:

This letter is to notify you that on November 24, 2009, the Richland County School District One Board of Commissioners, after careful consideration, voted to notify Midlands Math and Business Academy (MMBA) of its intent to revoke the charter of MMBA, effective on the last day of the school year 2009-2010; provided the school works with district personnel to comply with recommendations provided by district staff in relation to instruction, curriculum, special education, and resources, and provided there are no additional material violations of the charter agreement. The Board does, however, reserve the right to revoke the charter at any time after the sixty (60) day notification period, if it deems appropriate.

The above action was taken based on findings from a comprehensive review of MMBA completed by Richland One's Administration. The findings show that MMBA has 1) committed numerous material violations of the conditions, standards or procedures provided for in the charter application, and 2) has failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards. These findings constitute two of the four actions stated in Section § 59-40-110 of the S.C. Charter School Act that necessitate revocation of a charter by its sponsor.

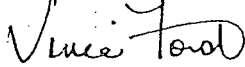
Attached is a summary of the evidence used by the Administration and the Board in making its decision, a copy of the PowerPoint presented by the Administration at the November 24, 2009, board meeting, another copy of the complete findings by the Administration and staff that was previously sent to MMBA and reviewed with MMBA Administration and staff, and a copy of the Curriculum and Instruction review of the MMBA plan submitted to staff on November 20, 2009.

Ms. Michelle Spradley, Chairwoman
Midlands Math and Business Academy
December 11, 2009
Page 2

Midlands Math and Business Academy has a right to appeal this action provided the written appeal is received by the Board of Commissioners within fourteen (14) days from official notification of the intent to revoke. If no appeal is received after fourteen (14) days, the charter can be revoked sixty (60) days after the notice. If the appeal is received within the fourteen (14) days, the Richland County School District One Board of Commissioners will schedule a public hearing and will give MMBA reasonable notice of the hearing date.

If you have any questions about the process, please contact Donna Hammett at (803) 231-6833 or e-mail dhammett@richlandone.org.

Sincerely,



Vince Ford
Chairman

Enclosures

c: Board of Commissioners
Dr. Percy A. Mack
Ms. Debra Brathwaite
Ms. Donna Hammett
Attorney Susan Williams
Attorney Samuel Mokeba
Mr. Joel Medley

Richland One
South Carolina's Capital Schools
Discover The Urban Advantage.
Advanced Academic Programs

To: Board of School Commissioners
Richland County School District One

From: Donna J. Hammett *Donna J. Hammett*
Charter School Liaison
Coordinator, Advanced Academic Programs

Thru: Chovan Jennings *Chovan Jennings*
Executive Director
Curriculum and Instruction

Subject: MMBA Charter School Update and Recommendation

Date: November 24, 2009

ACTION ITEM:

After completing a comprehensive review of Midlands Math and Business Academy (MMBA), the Administration has concluded that MMBA has 1) committed numerous material violations of the conditions, standards, and procedures provided for in the charter application, and 2) has failed to meet or make reasonable progress, as defined in the charter application toward pupil achievement standards. The actions listed above constitute two of the four actions stated in Section 59-40-10 of the S.C. Charter School Act that necessitate revocation of a charter by its sponsor.

Consequently, the Administration recommends that, pursuant to Section 59-40-110 of the South Carolina Charter School Act, the Richland One Board of School Commissioners notify the governing board of MMBA in writing of the Board's intent to revoke the MMBA charter, effective on the last day of the school year 2009-2010, provided the school works with district personnel to comply with recommendations provided by district staff in relation to instruction, curriculum, special education, and resources, and provided there are no additional material violations of the charter agreement. The Board does, however, reserve the right to close the school at any time after the 60 day notification period, if it deems appropriate.

The Administration recommends approval.

Attached for your review are the following supporting documents:

- 1) Outline of S.C. Charter School Revocation Process
- 2) Summary of violations of MMBA charter and the lack of student achievement
- 3) MMBA Review Status Update (Specific findings and recommendations)

Approved by:

Jebra Brathwaite
Jebra Brathwaite
Deputy Superintendent

Dr. Percy Mack
Dr. Percy Mack
Superintendent

Attachments

0065



Richland County School District One School Board Committee Meeting Agenda Item

DISTRICT STRATEGIES
008-2013

STRATEGY 1:
Ensure that our communications are honest, accurate, thorough and accessible to the public.

STRATEGY 2:
Engage and involve parents in their children's education.

STRATEGY 3:
Ensure focus, consistency and alignment of our curriculum, instructional strategies and assessments.

STRATEGY 4:
Ensure that our faculty and staff have the skills and capacity to achieve our mission.

STRATEGY 5:
Cultivate community, business, higher education and faith-based partnerships.

STRATEGY 6:
Establish public policy in collaboration with our Board and community to support our mission.

STRATEGY 7:
Identify and pursue a variety of funding opportunities to achieve our goals.

STRATEGY 8:
Ensure that our facilities and infrastructure support and enhance student learning.

Item: MMBA Charter School Update and Recommendation

Name of Committee: Facilities and Finance

To Be Presented at School Board Meeting: November 3, 2009

- ☐ Operational Issues, **OR**
☒ Strategic Objectives
☒ Students will reach their optimal literacy potential.
☒ Students will demonstrate the skills, attitude and character necessary to be successful, contributing citizens.
☐ Students will be life-long learners prepared to explore their interests and passions.

Strategy Addressed: 1 2 3 4 5 6 7 8

Action Plan Addressed Objectives 1 & 2

Fiscal Impact \$ _____ Fiscal Year _____

Funding Source _____

☒ Agree ☐ Disagree

Comments:

Signature of Committee Member

Date

11/3/09

☒ Agree ☐ Disagree

Comments:

Signature of Committee Member

Date

11/3/09



Richland County School District One School Board Committee Meeting Agenda Item

DISTRICT STRATEGIES 2008-2013

STRATEGY 1:

Ensure that our communications are honest, accurate, thorough and accessible to the public.

STRATEGY 2:

Engage and involve parents in their children's education.

STRATEGY 3:

Ensure focus, consistency and alignment of our curriculum, instructional strategies and assessments.

STRATEGY 4:

Ensure that our faculty and staff have the skills and capacity to achieve our mission.

STRATEGY 5:

Cultivate community, business, higher education and faith-based partnerships.

STRATEGY 6:

Establish public policy in collaboration with our Board and community to support our mission.

STRATEGY 7:

Identify and pursue a variety of funding opportunities to achieve our goals.

STRATEGY 8:

Ensure that our facilities and infrastructure support and enhance student learning.

Item: MMBA Charter School Update and Recommendation

Name of Committee: Curriculum and Instruction

To Be Presented at School Board Meeting: November 2, 2009

☐ Operational Issues, OR

☒ Strategic Objectives

☒ Students will reach their optimal literacy potential.

☒ Students will demonstrate the skills, attitude and character necessary to be successful, contributing citizens.

☐ Students will be life-long learners prepared to explore their interests and passions.

Strategy Addressed: 1 2 3 4 5 6 7 8

Action Plan Addressed Objectives 1 & 2

Fiscal Impact \$ _____ Fiscal Year _____

Funding Source _____

☒ Agree _____ Disagree

Comments:

_____ Agree _____ Disagree

Comments:

Barbara G. Scott
Signature of Committee Member

Date 11/2/09

Signature of Committee Member

Date _____



Richland County School District One
School Board Committee Meeting
Agenda Item

DISTRICT STRATEGIES

2008-2013

STRATEGY 1:

Ensure that our communications are honest, accurate, thorough and accessible to the public.

STRATEGY 2:

Engage and involve parents in their children's education.

STRATEGY 3:

Ensure focus, consistency and alignment of our curriculum, instructional strategies and assessments.

STRATEGY 4:

Ensure that our faculty and staff have the skills and capacity to achieve our mission.

STRATEGY 5:

Cultivate community, business, higher education and faith-based partnerships.

STRATEGY 6:

Establish public policy in collaboration with our Board and community to support our mission.

STRATEGY 7:

Identify and pursue a variety of funding opportunities to achieve our goals.

STRATEGY 8:

Ensure that our facilities and infrastructure support and enhance student learning.

MMBA Charter School Update and Recommendation

Item: _____

Name of Committee: Administration Committee

To Be Presented at School Board Meeting: November 24, 2009

☐ Operational Issues, OR

☒ Strategic Objectives

☒ Students will reach their optimal literacy potential.

☒ Students will demonstrate the skills, attitude and character necessary to be successful, contributing citizens.

☐ Students will be life-long learners prepared to explore their interests and passions.

Strategy Addressed: 1 2 3 4 5 6 7 8

Action Plan Addressed _____

Fiscal Impact \$ _____

Fiscal Year _____

Funding Source _____

☒ Agree _____ Disagree

Comments:

Signature of Committee Member

Date

11-2-09

☒ Agree _____ Disagree

Comments:

Signature of Committee Member

Date

11/2/09

0068

Charter School Revocation Process

At least 60 days before terminating a charter school, sponsor notifies in writing the charter school's governing body of proposed action.

Charter school does not request hearing; charter can be revoked 60 days after original notice.

Within 14 days after notification is received, charter school requests in writing a hearing.

Sponsor gives "reasonable" notice to school's governing body of hearing date

Public hearing is conducted.

Final action to revoke is taken by the last day of classes in the school year.

Summary of Reasons for Revocation of Midlands Math and Business Academy (MMBA) Charter

Pursuant to Section 59-40-10 of the South Carolina Charter Schools Act, Richland County School District One is required to revoke the charter for Midlands Math and Business Academy because MMBA has committed a material violation of the standards provided for in the charter application, and has failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application. Evidence for each of these actions is as follows:

I. Failed to meet or make reasonable progress as defined in the charter application toward pupil achievement standards identified in the charter application

A. MMBA Charter

- "MMBA's intent is to make sure that all of our students leave middle school with the knowledge base of at least a high school sophomore." (p.9)
- "The entire student population and specific subgroups of MMBA will meet the adequate yearly progress goals each year." (p. 27)
- "In the area of student achievement, MMBA's charter stated that student's will be proficient in all areas of the Palmetto Achievement Challenge Test (PACT) by 2014 according to the following timeline: "At the end of the school year 2003-2004, the number of students meeting standard will increase by 20.6% in ELA and 21.15% in Math...After the first year, the number of students meeting standard will increase by the same percentage every three years until the school year 2013-2014, when 100% of students will be meeting standard."

B. Evidence

The five year MMBA student achievement data was shared with the Board of School Commissioners in June, 2009. Dr. Jennifer Coleman concluded in her analysis that the students have failed to make adequate student achievement gains. The data report shows that MMBA has not met the achievement objectives outlined in the original contract, student achievement is below the district's performance scores, and MMBA has failed to meet AYP each year.

A copy of the student data analysis for MMBA is included in the MMBA ACTION PLAN Implementation Status Report on pages 29 to 38.

II. Committed a material violation of the standards provided for in the charter application

A. Curriculum and Standards

1. MMBA Charter

- "All curriculum and projects will be based upon the South Carolina Standards for all disciplines. Many Internet projects will be based upon stringent National Standards as well; therefore, objectives will be met for state requirement." (p.9)
- "The teachers of MMBA will provide instruction to students based on the South Carolina Academic Standards for all subjects. These standards identify the goals that our students will achieve in each subject area at each grade level." (p. 10)
- "One objective of MMBA is to provide our students will a rigorous and challenging curriculum that would ensure mastery of basic skills concepts." (p. 9)

2. Evidence

- a) The data analysis of MMBA's past 4 year PACT scores that was completed in June, 2009 (pp. 29-38), shows that objectives were not met for state requirement. Additionally, a review of the written curriculum by the C&I staff showed the following:
 - The ELA, Math, and Science written curricula are aligned with outdated standards.
 - The Core Knowledge curriculum used by MMBA is not aligned with current S.C. Standards, and there are no specific lesson plans and resources to address multiple gaps in the curriculum.
 - Support materials for math focus on skills rather than math processes or development of concepts, while supplemental technology resources for math (i.e., software, websites) were not available.
 - The pacing guides and daily lesson plans contain topics, not standards and indicators. Student expectations are not included; thus, there is no direct connection between learning and standards.
 - Some standards are not addressed at all, and many indicators are not addressed.
- b) Classroom observations by district staff members showed the following trends in instruction:
 - Standards/indicators for lessons are not visible nor are they evident during lessons

- Very little and outdated supplemental print resources in classes
- Worksheets and lecture are predominant instructional strategies
- Lack of rigor
- Little differentiation
- Lower level of Bloom's taxonomy

c) Student resources are inadequate to support a strong literacy program as evidence in the absence of a comprehensive school library and in the absence of adequate classroom print resources (see pp. 63-66) MMBA ACTION PLAN Implementation Status Report.

B. Teacher Qualifications

1. MMBA Charter
 - "All special education teachers will meet the certificate requirements of the No Child Left Behind Law." (p. 19)
2. Evidence
The present special education teacher is not "Highly Qualified".

C. Administrative Staff

1. MMBA Charter
 - "Director/Lead Teacher Qualification: Must hold current South Carolina Teaching Certification or an Educational Administration Certification"..." (p.18)
2. Evidence
The director of MMBA does not hold a S.C. Teaching Certificate or an Educational Administration Certificate.

D. Special Education

1. MMBA Charter
 - "In order to comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, MMBA will work collaboratively with Richland School District One in serving all students with special needs." We will employ at least two full-time certified Special Education Teachers... Any services that we cannot provide, we will contract with Richland One, Department of Social Services, or private, licensed individuals." (p. 11)

2. Evidence

A status report of the special education services at MMBA was provided on 10/26/09 by Richland One's Executive Director of Special Education. The full report (pp. 55-59) documents the failure to meet federal guidelines in the following areas:

- "Highly Qualified" teacher qualification
- Failure to meet federal and S.C. IEP guidelines regarding student progress reports

MMBA ACTION PLAN

Implementation Status Report

November, 2009

0075

ROA 300

Curriculum and Instruction

I. Curriculum and Instruction

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's Curriculum staff a copy of the core knowledge curriculum for each of the 4 core subjects at each grade level. MET	1a. Audit curriculum to determine alignment with academic standards. COMPLETED 1b. Provide feedback/recommendations to MMBA COMPLETED
2. Provide to Richland One's Curriculum staff a listing and/or sample copies of books, planning tools, lesson guides, technology and other supplemental materials that are used to support the curriculum or fill in curricular gaps. MET Even though, MMBA provided list of resources, the list did not prove adequate enough to fill in the curricular gaps.	2. NA
3. Submit to Richland One's Curriculum staff copies of pacing guides for all core subjects. NOT MET Pacing guides submitted were incomplete; did not include student outcomes.	3. Provide written critiques of curriculum pacing with recommendations. COMPLETED
4. Ensure that a weekly teacher lesson plan for each core subject and grade level is available for each class each day. Provide to Richland One's Curriculum staff a sample copy of the school's lesson plan format NOT MET Examples of daily planning tools were available; however, teacher lesson plans were not always available for each class each day, and were most often incomplete	4a. Review for alignment of indicators, instructional components and assessment key practices. COMPLETED 4b. Provide feedback/recommendations to MMBA COMPLETED

0076

ROA 301

I. Curriculum and Instruction (Continued)

C. MMBA	D. DISTRICT STAFF
5. Submit to Richland One's Curriculum staff a copy and/or information of the various types of assessments (summative and formative) used school-wide. MET	5a. Determine alignment to academic standards. COMPLETED 5b. Provide feedback/recommendations to MMBA COMPLETED
6. Submit a comprehensive plan to Richland One's Curriculum Staff that includes objectives, strategies, and timelines for addressing curriculum gaps based on C&I feedback NOT MET As of 10/29/09, the plan was not submitted.	

*Summary of district findings

ELA

- The written curriculum is aligned with outdated (2006) S.C. ELA standards.
- The Core Knowledge curriculum used by MMBA is not aligned with current S.C. Standards, and no specific lesson plans and resources to address multiple gaps in the curriculum were provided.

MATH

- Core Knowledge curriculum is aligned with outdated S.C. State Standards, and the main student text, Saxon Math, is not on the 2009 list of recommendations. Listed support materials include a collection of workbook pages that focus on skills rather than math

processes or development of concepts, while supplemental technology resources for math (i.e., software, websites) were not available for review.

- The pacing guides and daily lesson planners contain topics, not standards and indicators. Student expectations are not included; thus, there exists no direct connection between learning and standards.

SCIENCE

- The Core Knowledge Science curriculum is not aligned with current standards. It is aligned with the 2000 standards.
- Main textbook used does not address all of the science indicators or the intent of the indicators.
- Pacing guides do not include indicators; thus, plans are void of student expectations.
- No indication of use of microscopes and probes

SOCIAL STUDIES

- MMBA is using the current and correct (2005) state standards in grades 4-8.
- The specific indicators are not addressed; rather, broad content standards are paired with loosely matched topics and listed as correlations.
- Some standards are not addressed at all, and many indicators are not addressed.

*Complete staff reports are available at the end of this section.

Midlands Math and Business Academy (MMBA)

Curriculum Strategies

Feedback and Recommendations

4th & 5th English Language Arts

August 2009

0079

Findings	Feedback	Recommendations
Core Knowledge® Alignment to SC State Academic Standards		
The SC ELA Standards included with the Alignment of <i>Core Knowledge® Sequence</i> for 4th and 5th grades are outdated. The Core Knowledge Sequence is very limited. The skills focus mainly on Writing, Grammar, Usage and Reading Comprehension for Literary Text. There are no distinctions made between skills and concepts for literary and informational texts. The resources/texts listed in the Core Knowledge Sequence provides for literary texts only. There are no indications for informational texts. There are significant curriculum gaps for the reading standards listed and Core Knowledge Sequence for 4th & 5th grades. An alignment between the 2006 ELA Standards (outdated) and Core Knowledge Sequence was provided for Writing, Grammar and Usage. The demand of the expected learning	An accurate evaluation of the alignment of the ELA Standards and the <i>Alignment of the Core Knowledge Sequence</i> could not be done because of the outdated standards. The 2006 SC State Standards are no longer used. The 2008 SC ELA Academic Standards should be utilized for instruction and assessment. The 2006 Standards skills and concepts were written in strands. The 2008 ELA Standards focuses on six broad standards; Reading (<i>Understanding and Using Literary Texts and Informational Texts</i>), Building Vocabulary, Developing Written Communications, Producing Written Communications in a Variety of Forms, and Research (<i>Applying the skills of Inquiry and Oral Communications</i>). The state assessment (PASS) is based on the 2008 Academic Standards. It is vital that teachers utilize the 2008 SC ELA Academic Standards for instruction and assessment. Significant changes for student learning were made with the 2008 standards. Specifically, Standard 2; Informational Text	To ensure an accurate alignment of the 2008 SC ELA Academic Standards and Core Knowledge Sequence: • Provide 4th & 5th grade teachers a copy of the 2008 SC ELA Academic Standards and Support Documents. These can be accessed on the SC Department of Education website. • Request a <i>Core Knowledge® Sequence</i> that is aligned with 2008 SC ELA Academic Standards or utilize another curriculum that is aligned to the 2008 SC ELA Academic Standards. • Conduct an alignment of the 2008 Standards and the Core Knowledge Sequence to ensure alignment. • Identify curriculum gaps and secure resources and materials to fill the gaps. Request Core Knowledge® Sequence or an alternate resource for reading skills and concepts statements of expected learning outcomes.

ROA 304

outcomes (indicators) varies significantly between the 2006 and 2008 Standards. The Revised Bloom's Verbs dictates the rigor and level of thinking required for learning.	was added (This standard is not addressed in the Core Knowledge Sequence). Additionally, there is a heavy emphasis on Reading and Research indicators in the 2008 standards, which is minimally covered in this document. No skills and concepts for reading standards are listed. Only a listing of various resources and texts are provided. There are detailed statements of the expected learning for Writing, Grammar and Usage, however, no statements of learning outcomes, skills and concepts are provided for reading. There are significant differences and gaps between the 2006 and 2008 ELA Academic Standards.	To ensure effective use of instructional time and implementation of the standards it is recommended that the correct standards are utilized. The PASS assessment is based on these standards.
Textbook		
Harcourt Trophies	Stated Adopted Textbook	Conduct a curriculum alignment with the adopted textbook and the 2008 SC ELA Academic Standards to ensure alignment. Identify gaps in alignment and utilize additional resources to support gaps in the curriculum.
Pacing		
Only a listing of the skills and concepts are provided. The standards listed are not current. The 2006 Standards are utilized. The correlations to the Core Knowledge covers only Writing, Grammar, Usage Fiction	There are no indications of the expected learning for students, how the skills will be taught or the level of thinking required by students. (Revised Bloom's Taxonomy designates the intent and rigor of the standards and indicators). Many of the critical skills and concepts for Reading comprehension are not covered until	Develop a Pacing Guide that are aligned to the 2008 ELA Academic Standards and outline when indicators should be taught, providing ample instructional time for coverage of the standards.

stories (literary), Poetry, Speeches and Sayings and Phrases. The indicators included in the Long Range Plans for 5th grade is not aligned with the standards written in the Correlation of Core Knowledge and the SC State Standards. Indicators in the Long Range Plan were taken from the 2008 Standards, while the Correlation document includes the 2006 Standards.	the 3rd or 4th marking period. An extensive list of skills and concepts were included for each marking period. However, are no indications for monitoring and assessing students' progress for the skills/concepts. The 2008 Standards require teachers to use a variety of literary and informational texts. Only "speeches" were included as informational text for 4th and 5th grades.	
Planning Tools		
Day-by-Day Planner ~ Not available for review Core Knowledge Sequence~ There is a heavy emphasis on Writing and Grammar Usage, there is very limited information for Reading. Informational Reading Standards is barely mentioned.	The Core Knowledge Sequence require students to: ○ Produce a variety of types of writing. ○ Know how to gather information and write, and ○ Organize materials for writing. The 2008 ELA Standards requires students to do much more and is very specific about students' writing.	Utilize the 2008 ELA Academic Standards, Support Documents, Writing composite Matrix and the State Writing Rubric for instructional planning and assessments.
Assessment		
No assessment tools or practices were provided.		It is recommended that teachers utilize research-based assessment practices to monitor students' progress. Develop and implement a systemic process for assessing and monitoring students' progress.
Supplemental Materials		
A list of supplemental materials was provided, however, there are no indications for the content area or level for which the materials will be used. Also it does not specify whether materials are teacher or student resources.		Consider using instructional supplemental materials that are aligned to the SC Academic Standards. Encourage teachers to be very conscientious when reviewing and selecting instructional

Materials includes SC PASS/PACT Coach Books (not a Richland One-approved resource)		resources and materials to ensure alignment to the standards. Include resources to address all the standards, especially informational texts, as it is heavily emphasized on PASS.
Technology		
		Encourage the use of technology for a variety of purposes; teacher and students' use other than website.

Revised Organization of the English Language Arts Standards Document

The organization of the South Carolina ELA standards document has been modified in several ways.

- The introduction outlines the development of the ELA standards document and explains the guiding principles that support the standards and their indicators.
- Standards are provided for the nine grade levels from kindergarten through grade eight and the four high school-level courses: English 1, English 2, English 3, and English 4.
- **The standards are no longer organized by strand;** however, a heading is used to identify the ELA strand and the objective for each standard. The core information and ideas from each strand in the 2002 ELA standards document have been incorporated into the standards and indicators.
- The number of standards has been significantly reduced. To meet teachers' needs for specificity, each standard has specific indicators that support the standard. (*Core Knowledge Sequence and pacing guides lacks the specificity required by the state for all six standards*).
- The standards for each of the nine grades and the four high school courses are prefaced with an overview that provides information concerning the content of those standards and their indicators and describes the process of stages of learning that can be expected at each particular level.
- Clarifying boxes are included at the beginning of each standard and provide additional information which may be helpful to the teacher. Such information may include lists of what students may be asked to read based on the National Assessment of Educational Progress (NAEP), a reference to previously learned material, an indication of when an Instructional Appendix is available, or an explanation of other research (for example, that cited in the National Reading Panel report).

- The specific types of literary and informational texts that students should read at each grade level and in the high school courses are listed in a box directly below the standard statement for standards 1 and 2. The types of texts that are named reflect what students may be asked to read on the NAEP examination and are based closely on the listings provided in the prepublication edition of its document *Reading Framework for the 2009 National Assessment of Educational Progress*. The listings in this South Carolina standards document are not intended to be exhaustive but are intended rather to guide the state's teachers in the selection of a wide variety of texts for students to read.
- Instructional appendixes are provided as a baseline for instruction. They are not intended to be all inclusive lists. Teachers should go above and beyond these appendixes, when appropriate, to meet the individual needs of students. Where an appendix is available, a notation is included at the end of an indicator in parentheses. Instructional appendixes include:
 - Alignment of Indicator Concepts Matrix,
 - Composite Writing Matrix,
 - High Frequency
 - Words Matrix,
 - Greek and Latin Roots and Affixes Matrix, and
 - Suggested Reading Materials.
 - A glossary is also included as an integral component of the standards. The glossary should be used as the basis for understanding terms included in the standards. Terms included in the glossary are bolded in the text of a standard or indicator.

Statewide Assessments

The ELA standards and indicators in grades three through eight will be used as the basis for the items on the ELA portion of the Palmetto Assessment of State Standards (PASS). Indicators from previous grades may also be assessed at subsequent grade levels.

The 2008 SC ELA Standards and Support Documents may be accessed at www.ed.sc.gov

Midlands Math and Business Academy (MMBA)

Feedback and Recommendations

English/Language Arts Grades 6-8

Core Knowledge® Alignment to SC State Academic Standards

Alignment of Core Knowledge® is with 2006 outdated standards. May 2008 SC State Academic Standards should be utilized.	Any standards before May 2008 are not applicable. State tests assess on the May 2008 SC State Academic Standards. The 2006 Standards were written in strands. The 2008 ELA Standards focus on six key concepts: Reading (Literary and Informational texts); Building Vocabulary; Developing Written Communication; Developing Written Communication in a Variety of Forms; Research. Teachers should utilize the 2008 SC ELA Academic Standards for instruction and assessment.	All teachers should be provided with copies of May 2008 SC ELA Academic Standards. Request Core Knowledge Sequence® that is aligned with May 2008 SC ELA Academic Standards.. Identify curriculum gaps and secure resources to fill the gaps.
Elements of Literature – Holt, Rinehart & Winston (Grades 6-8)	State adopted textbook	Review textbooks for alignment to the May 2008 SC ELA Academic Standards.
The standards listed in the pacing are not the current May 2009 SC ELA Academic Standards. Indicators in the Long Range Plans are from the 2007 SC Academic Standards, not the correct May 2008 SC ELA Academic Standards. Indicators in the Long Range Plans do not align with the standards written in the Correlation of Core Knowledge Sequence®. Page One of the Grade 6 Long Range Plans is omitted.		

0084

ROA 309

Day-by-Day Planner is not available for review.		Utilize the May 2008 SC ELA Academic Standards, Support Documents, Writing Composite Matrix, and the SC Revised Writing Rubric for instructional planning and assessment.
A list of supplemental materials was provided, but none of the materials included a grade designation.		Provide materials which are proven to be aligned to the May 2008 SC ELA Academic Standards. Provide resources which address all standards, especially informational text.
A list of available technology was included, but it was not clear which teachers had access to the equipment. No plan for usage was		Encourage the use of technology for both student and teacher application.

Midlands Math and Business Academy (MMBA)
Mathematics Feedback and Recommendations
August 2009

Core Knowledge® Alignment to SC State Academic Standards		
Alignment of <i>Core Knowledge® Sequence</i> is with 2006 SC State Standards	The 2006 SC State Standards are no longer used. State tests now assess students on the 2007 SC State Academic Standards.	Request a <i>Core Knowledge® Sequence</i> that is aligned with 2007 SC State Standards or utilize another curriculum that is closely aligned to the 2007 SC State Standards.
Textbook		
Saxon math is the only listed textbook	Even though Saxon Math was on the 2002 list of state recommended adopted textbooks, it was not on the 2009 list of recommendations.	Review textbook for alignment to the 2007 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2007 SC State Standards.
Pacing		
Pacing at grades four and five grade isolates skills and topics and does not provide opportunities for students to see the how math skills connect with each other. Problem solving does not appear embedded, but as a separate topic limited to computation. Submitted pacing guides for sixth, seventh, and eight prealgebra appear as chapter headings without indication of student expectations. (Ex. The first nine weeks in sixth grade includes ordering and comparing.) There is no indication as to what students are expected to order and compare.	A pacing guide is a written schedule displaying the alignment of concepts, topics, and skills related to a particular curriculum to be addressed over a defined period of time. Even though there is no single format for a pacing guide, it should be clear as to what students are expected to know or be able to do as related to specific skills. Pacing guides should also align to standards on which students will be assessed.	Design a standards-aligned pacing guide that contains competencies, objectives, and content and implementation notes. Consider all available resources when developing guides. Share guides with appropriate personnel for review.
Planning Tools		
Listed planning tools included the <i>Core Knowledge Day-by-Day Planner</i> , <i>Core Knowledge Sequence</i> , and <i>What Your __ Grader Needs to Know</i> . Each of the listed planning tools reference planning for instruction of only the Core Knowledge Curriculum.	The list of planning tools did not include the SC Academic Standards Support Document. While the <i>Day-by-Day Planner</i> may provide very valuable help in implementing the <i>Core Knowledge Sequence</i> in efficient and effective ways, it may not address the SC State Standards.	Reference the State Academic Standards Support Document when planning instruction and classroom assessments. Plan lessons that include the essential learning as described in the State Academic Standards Support Document for each math indicator.

0086

ROA 311

Supplemental Materials		
Listed supplemental materials include SC Pass/PACT coach books, Pearson Learning materials, and Comprehensive Curriculum of Basic Skills.	Comprehensive Curriculum of Basic Skills by Vincent Douglas, School Specialty Publishing contains workbook pages organized by subject area with lessons in reading, writing, spelling, math, citizenship, and science. In reviewing this resource, it appears to be a collection of worksheets focused on skills rather than math processes or development of conceptual understanding.	Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize communication, reasoning/proof, problem solving, various representations, and connections while learning skills and developing understanding of mathematical concepts.
Technology		
Technology used at MMBA includes Smart boards, computers, and scanners.	Mathematics supplemental materials (example software, websites, etc) that require the support of technology were not noted. Calculators including graphing and scientific were also not listed. Calculators will be of much value in math classes.	Include grade level appropriate calculators at each grade level to enhance the level of learning and problem solving.

0087

ROA 312

Midlands Math and Business Academy (MMBA)
Elementary Science Feedback and Recommendations
August 2009

0088

ROA 313

Core Knowledge® Alignment to SC State Academic Standards		
Alignment of <i>Core Knowledge® Sequence</i> is with 2000 SC State Standards	The 2000 SC State Standards are no longer used. State tests now assess students on the 2005 SC State Academic Standards with the Inquiry Standard being assessed cumulatively on the PASS. Since only broad topics are used in the MMBA Pacing Guide it is difficult to assess whether the topics are aligned with the SC Science Academic Standards. The SC Standards and Indicators are very grade specific, inquiry-based, and rigorous	Request a <i>Core Knowledge® Sequence</i> that is aligned with 2007 SC State Standards or utilize another curriculum that is closely aligned to the 2007 SC State Standards.
Textbook & Resources		
Harcourt is the only listed textbook. No publishing year is available. There is a mention of FOSS Kits as a Supplemental Resource, but no mention of which kits for which grades.	Even though Harcourt Science was on the 2007 list of state recommended adopted textbooks, it was not adopted by 80% of districts. It does not address all of the indicators, the inquiry indicators, or the intent of the indicators. Adopted FOSS kits embed the inquiry and process skills throughout the investigations. They are research-based and should be the primary resource used.	Review textbook for alignment to the 2005 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2005 SC State Standards. Select specific kits closely aligned with the SC State Standards for each grade level.
Pacing		
Pacing at grades four and five isolates skills and topics and does not provide opportunities for students to see how the process and inquiry skills connect with each other or with the content. Only topics are included. Inquiry does not appear embedded, but as a separate topic limited to a few weeks. Submitted pacing guides for 4 th and 5 th	A pacing guide is a written schedule displaying the alignment of concepts, topics, and skills related to a particular curriculum to be addressed over a defined period of time. Even though there is no single format for a pacing	Design a standards-aligned pacing guide that contains competencies, objectives, and content and implementation notes. Consider all available resources when developing guides. Share guides with appropriate personnel for review.

appear as chapter headings without indication of student expectations.	guide, it should be clear as to what students are expected to know or be able to do as related to specific skills. Pacing guides should also align to standards on which students will be assessed.	
Planning Tools		
Listed planning tools included the <i>Core Knowledge Day-by-Day Planner</i> , <i>Core Knowledge Sequence</i> , and <i>What Your ___ Grader Needs to Know</i> . Each of the listed planning tools reference planning for instruction of only the Core Knowledge Curriculum.	The list of planning tools did not include the SC Academic Standards Support Document.	Reference the State Academic Standards Support Document when planning instruction and classroom assessments. Plan lessons that include the essential learning as described in the State Academic Standards Support Document for each science indicator.
Supplemental Materials		
Listed supplemental materials include SC Pass/PACT coach books and FOSS kits. SC Science Assessment is listed as a supplement.	Comprehensive Curriculum of Basic Skills by Vincent Douglas, School Specialty Publishing contains workbook pages organized by subject area with lessons in reading, writing, spelling, math, citizenship, and science. In reviewing this resource, it appears to be a collection of worksheets focused on skills rather than science processes or development of conceptual understanding. There is no company listed for the SC Science Assessments	Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize a learning cycle and is inquiry-based. FOSS kits should be the primary resource, not supplemental. Select an assessment that is aligned with the SC Science Academic Standards. FOSS kits have quality assessments included and more are available from them (FOSS Benchmark Assessments).
Technology		
Technology used at MMBA includes Smart boards, computers, and scanners.	Use of technology such as microscopes and probes will be beneficial in the collection of data.	Include microscopes and probes as tools for data collection within investigations.

0089

ROA 314

Midlands Math and Business Academy (MMBA)
Middle School Science Feedback and Recommendations
August 2009

0090

ROA 315

Core Knowledge® Alignment to SC State Academic Standards		
Alignment of <i>Core Knowledge® Sequence</i> is with 2000 SC State Standards	The 2000 SC State Standards are no longer used. State tests now assess students on the 2005 SC State Academic Standards with the Inquiry Standard being assessed cumulatively on the PASS. Since only broad topics are used in the MMBA Pacing Guide it is difficult to assess whether the topics are aligned with the SC Science Academic Standards. The SC Standards and Indicators are very grade specific, inquiry-based, and rigorous	Request a <i>Core Knowledge® Sequence</i> that is aligned with 2005 SC State Standards or utilize another curriculum that is closely aligned to the 2005 SC State Standards.
Textbook & Resources		
Science Explorer/Prentice Hall is being utilized is the only listed textbook. No publishing year is available and this book was from the 2000 adoption.	Even though Prentice Hall was on the list of state recommended adopted textbooks, it did not do a good job of addressing all of the indicators and their intent, especially the inquiry indicators.	Review textbook for alignment to the 2005 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2005 SC State Standards.
There is a mention of FOSS Kits as a Supplemental Resource, but no mention of which kits for which grades.	Adopted FOSS kits embed the inquiry and process skills throughout the investigations. They are research-based and should be the primary resource used.	Select specific kits closely aligned with the SC State Standards for each grade level.
Pacing		
Pacing guide lists topics. Also a couple of standards listed on the pacing guides have no correlation to the Core Knowledge.	A pacing guide should be written to the alignment of the concepts of the standards over a defined period. It is not clear what students are responsible for knowing and when. Pacing guides should be aligned to the academic standards.	Design a standards-aligned indicator driven pacing guide that is detailed and addresses what resources will be used where there is no <i>Core Knowledge®</i> curriculum.

Planning Tools		
Supplemental Materials		
Listed supplemental materials include SC PACT coach books and FOSS kits.	There is no company listed for the SC Science Assessments	Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize a learning cycle and is inquiry-based. FOSS kits should be used to supplement the curriculum along with other aligned materials.
SC Science Assessment is listed as a supplement.		Select an assessment that is aligned with the SC Science Academic Standards specific for each grade level.
Technology		
Technology used at MMBA includes Smart boards, computers, and scanners.	Use of technology such as microscopes, United Streaming and probes will be beneficial in the collection of data.	Include microscopes, United Streaming and probes as tools for data collection within investigations.

0091

ROA 316

Midlands Math and Business Academy
Social Studies Grades 4 and 5
August 2009

0092

FINDINGS	FEEDBACK	RECOMMENDATIONS
Core Knowledge® Alignment to SC State Academic Standards		
Broad content standards are paired with loosely matched topics and listed as correlations. The specific conceptual knowledge required by the indicator is not covered. 4-1.1, 4-1.2, 4-1.3, 4-2.2, 4-2.3, 4-2.4, 4-2.5, 4-2.6, 4-3.2, 4-4.1, 4-4.3, 4-5.6 5-2.1	Each indicator must be matched with content to be in alignment <i>Core Knowledge®</i>. The correlated content must include both the content and the rigor of the indicator. <u>Example of Topical Alignment with Content Misalignment</u> Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States. 5-2.1 Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region. (G, H) <i>Core Knowledge®</i> I. WESTWARD EXPANSION A. Westward Expansion Before the Civil War • Geography Rivers: Mississippi, Missouri, Ohio, Columbia, Rio Grande Appalachian and Rocky Mountains Great Plains stretching from Canada to Mexico Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean	Align the curriculum to the indicator, not to the standard. Ensure that intent of the indicator is included in the aligned content. Develop a method to inform teachers of the level of rigor at which instruction must occur.
One or more parts of the indicator are not addressed by <i>Core Knowledge®</i> 4-2.7, 4-3.4, 4-3.6, 4-4.1, 4-4.4, 4-5.2, 4-5.4, 5-1.5, 5-2.3	Each concept, event, person, or place specified in the indicator must be included in instruction. <u>Example of Partial Alignment</u> 4-2.7 Explain how conflict and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E) <i>Core Knowledge®</i> I. THE AMERICAN REVOLUTION A. Background: The French and Indian War • Also known as the Seven Years' War, part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, in North America) • Alliances with Native Americans • The Battle of Quebec • British victory gains territory but leaves Britain financially weakened.	Locate and implement the use of additional resources to fill the alignment gap so that all parts of the indicator are addressed.

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The indicator is not addressed in the <i>Core Knowledge</i>® correlation. 4-1.4, 4-3.5, 4-3.7, 4-5.3, 4-5.7 5-1.4, 5-3.1, 5-3.2, 5-3.4, 5-3.5, 5-3.6, 5-4.1, 5-4.2, 5-4.3, 5-4.4, 5-4.5, 5-4.6, 5-4.7, 5-5.1, 5-5.2, 5-5.3, 5-5.4, 5-5.5, 5-6.1, 5-6.2, 5-6.3, 5-6.4, 5-6.5, 5-6.6	Indicators that are not included in instruction represent a gap in the students' education that will significantly impact future learning.	Locate and implement the use of additional resources to fill the alignment gap.
<i>Core Knowledge</i>® content is closely aligned to the indicator, but alignment is at the knowledge level of Bloom's taxonomy. It is therefore difficult to determine if the rigor of the indicator is maintained. . 4-2.1, 4-3.1, 4-4.2, 4-4.7, 4-5.1, 4-5.5 5-1.1, 5-1.2, 5-1.3, 5-2.2, 5-2.4, 5-2.5	The content is consistent with the intent of the indicator, but rigor may not be given. <u>Example of Content Without Rigor</u> 4-5.1 <i>Summarize</i> the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and <i>compare</i> the geographic features of areas explored. (G, H) <i>Core Knowledge</i>® I. Westward Expansion A. Westward Expansion Before the Civil War • Early exploration of the west Daniel Boone, Cumberland Gap, Wilderness Trail, Lewis and Clark, Sacagawea, "Mountain men," fur trade, Zebulon Pike, Pike's Peak	Develop a method to inform teachers of the level of rigor at which instruction must occur.
Textbook		
Houghton Mifflin Social Studies is listed as the basic text.	The Civil War and reconstruction are taught in fifth grade. SC Academic Standards require that the Civil War is taught in fourth grade.	Ensure that instruction in grade four ends with the Civil War and that grade five begins with reconstruction.
Pacing		
Reconstruction through the present are included in grade four instruction.	Grade four standard and indicators end with the Civil War. Reconstruction through the present is covered by grade five standards.	Align instruction with grade level standards to reduce the content demand and allow for more in-depth learning.

Planning Tools		
Planning tools include assistance with organizing instruction(Day-By-Day Planner), and outlines of specific knowledge to be taught (<i>Core Knowledge®</i> Sequence and What Your ____ Grader Needs to Know).	Instructional content is only one part of the planning process. Attention should also be given to the teaching strategies that are used, the level of student success in the classroom, and the support given to struggling students.	Implement the use of planning tools that support the delivery of instruction, assessment of student learning, and intervention.
Supplemental Materials		
The supplemental materials used to support social studies instruction include additional textbooks, atlas, read aloud stories and trade books.		Enrich social studies instruction through on the use of a wide variety of supplementary materials including appropriate charts, globes, primary source documents, virtual fieldtrips via internet etc.
Technology		
Technology devices such as computers, SmartBoards etc. are listed.		Ensure that instruction requires students to actively use technological devices to support learning.

Midlands Math and Business Academy (MMBA)

Feedback and Recommendations

Social Studies Grades 6 - 8

August 2009

0095

Core Knowledge® Alignment to SC State Academic Standards		
Findings	Feedback	Recommendations
MMBA is using the correct and current (2005) Academic Standards in social studies for grades 6-8. Broad content standards are paired with loosely matched topics and listed as correlations. The specific conceptual knowledge required by the indicator is not noted.	Each indicator must be noted and matched with the Core Knowledge content to be in alignment. According to the pacing guide and the Core Knowledge Curriculum document it appears that critical content is not addressed. The correlated content must include both the content and the rigor of the indicator	Align the curriculum to each indicator. Ensure that the intent of the indicator is included in the aligned content. Develop a method to inform teachers of the level of rigor at which instruction must occur. Request a <i>Core Knowledge® Sequence</i> that is aligned with each indicator.
Textbook		
Although not required, the textbooks are the same textbooks currently used in the district.	The grade seven textbook does not address all of the indicators.	Supplement the textbooks with other materials. Make sure the ancillary materials are available to teachers as resources.
Pacing		
The pacing guides are not consistent in format, for example some topics are aligned with an indicator and some are aligned with a standard. For example, in grade 6, an entire standard is omitted (6.5). Also in grade 6, the indicator 6-3.3 is address but not the remaining indicators. In grade 7, standard 7-1 and 7-2 are not addressed. In grade 8, Standard 8-5 is only addressed in one indicator, 8-5.2.	All indicators must be taught from the 2005 South Carolina Social Studies Academic Standards. To omit a standard may be omitting 1/6 or 1/7 of the assessed content on PASS.	Ensure that the pacing guide for 2009-2010 reflects the all of the standards and indicators for each grade. PASS will assess all standards and indicators.
Planning Tools		
Planning tools include assistance with organizing instruction (Day-By-Day Planner), and outlines of specific knowledge to be taught (Core Knowledge Sequence and What Your (6-8) Grader Needs to Know).	Instructional content is only one part of the planning process. Attention should be also given to the teaching strategies that are used, the level of student success in the classroom, and the support given to struggling students.	Implement the use of planning tools that support the delivery of instruction, assessment of student learning, and intervention. One example is the use of diagnostic assessments to plan instruction. Also the SC Department of Education has produced two new documents, a support document for social studies K-12 and a S3 document. Both documents are available online at the SCDE website.

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Supplemental Materials		
The list of supplemental materials is not referenced by grade levels or subjects, thus making it hard to align supplemental materials with the appropriate grade level and content. Additionally, it is not clear if these listed supplemental materials are one per class or a class set.	Teacher Created Materials, grade-specific novels, and Nystrom map activities are examples of aligned supplemental materials.	Consider using instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize map skills, problem solving, various graphic representations, and connections while learning skills and developing understanding of broad social studies concepts.
Technology		
It is not clear what technology is available in each room or where the equipment is housed. It is also not stated the various levels of teacher proficiency in the use of technology. Nor is there a plan for teacher and student technology instruction.	Create a more comprehensive explanation of the level of technology that is available in each classroom, as well an on-going plan to instruct teachers and students on the proper use of technology.	Ensure that instruction requires students and teachers to actively use technological devices to support learning.

0096

ROA 321

MMBA Assessment Notebook

0097

Content Area	Items Reviewed	Alignment/Rigor Findings
ELA	- EduTest Benchmark (Grades 4,6,8) - PASS Coach (Grades 4,5,8)	Assessment items are not aligned to state Academic Standards. PASS assessment items are aligned to state Academic Standards.
Mathematics	- EduTest Benchmark (Grades 4-8, Algebra I & II) - SC PACT Coach (Grades 4-8 Pretests)	All assessment items are not aligned to state Academic Standards. PACT assessment items are not aligned to state Academic Standards.
Science	SC PACT Coach (Grades 4-8 Pretests)	Assessment items are not aligned to state Academic Standards.
Social Studies	SC PACT Coach (Grades 4-8 Pretests)	Assessment items are not aligned to state Academic Standards.

ROA 322

Data to Drive Instruction

0098

ROA 323

II. Data to Drive Instruction

A. MMBA	B. DISTRICT STAFF
1. A higher percent of students, at the elementary and middle grade levels, will score Met and Exemplary than those scoring Not Met in ELA, Writing, Math, Science and Social Studies on the 2009 PASS Assessment. PASS information not yet available	1. The AARE office will analyze the test scores once they are received from the State Department of Education. Info from SDE not yet available
2. On the 2009 PASS administration, a higher percentage of MMBA elementary and middle school level students will score Met and Exemplary than the Richland One elementary and middle school level students in ELA, Writing, Math, Science and Social Studies. PASS information not yet available	2. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff. Info from SDE not yet available
3. On the 2010 PASS administration, a higher percent of students, at the elementary and middle grade levels, will score Met and Exemplary than from the 2009 PASS administration in ELA, Writing, Math, Science and Social Studies. NA	3. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff. NA

0099

ROA 324

II. Data to Drive Instruction (Continued)

A. MMBA	B. DISTRICT STAFF
4. On the 2010 PASS administration, a higher percentage of MMBA elementary and middle school level students will score Met and Exemplary than the Richland One elementary and middle school level students in ELA, Writing, Math, Science and Social Studies. NA	4. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff. NA
5. Provide SuccessMaker Cumulative Performance Report at the end of every 9 weeks. Reports due on 11/2/09	5a. The AARE office will monitor the progression of students at each 9 weeks interval on SuccessMaker. Pending 5b. Provide feedback to MMBA quarterly. Pending
6. Provide EduTest Diagnostic Single Student Report at the end of every 9 weeks. Reports due on 11/2/09	6. The AARE office will monitor the progression of students at each 9 weeks interval on EduTest. Pending
7. Provide a plan to Richland One's AARE staff and Curriculum staff on how SuccessMaker and EduTest data will be used to drive instruction. MET	

***Summary of district findings**

0101

PASS data is still not available for review. The five year MMBA student achievement data was shared with the Board of School Commissioners in June. Dr. Jennifer Coleman concluded in her analysis that the students have failed to make adequate student achievement gains. Dr. Coleman's data report shows that MMBA has not met the achievement objectives outlined in the original contract, and that student achievement is below the district's performance score.

A copy of the student data analysis for MMBA is included at the end of this section.

ROA 326

***Complete staff reports are available at the end of this section.**

Review of MMBA Charter School PACT scores

The data discussed in this document will reflect the last 4 years of PACT scores. It will be presented at the elementary level, then the middle level. For ease of understanding, the grade levels were collapsed. Therefore, elementary equals 3rd grade, 4th grade and 5th grade and middle equals 6th grade, 7th grade and 8th grade.

Elementary Level- ELA

Since the inception of MMBA, the elementary leveled grades have had a 1% increase in the percent of students scoring Below Basic (2005-34% to 2008-35%). The percent of students Below Basic in ELA at MMBA is higher than that of Richland School District One (MMBA-35% compared to RSD1-25%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 8.5% (2005-9.8% to 2008-17.5%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in ELA than the charter school at the elementary level (MMBA-17.5% compared to RSD1-36.2%)

Elementary Level-Math

MMBA has experienced a 25.9% decrease in the percent of students scoring Below Basic on the PACT Math section over the past 4 years (2005-65.9% to 2008-40%). The charter school has more students Below Basic on PACT Math than the district (MMBA-40% compared to RSD1-33.3%).

The percent of MMBA students scoring Proficient or Advanced has increased since they begin by 12.7% (2005-7.3% to 2008-20%). Richland One has more elementary school students scoring Proficient or Advanced on the PACT Math assessment. (MMBA-20% compared to RSD1-27.1%).

Elementary Level- Science

Since the inception of MMBA, the elementary leveled grades have had a 1.7% decrease in the percent of students scoring Below Basic in Science (2005-61% to 2008-59.3%). The percent of students Below Basic in Science at MMBA is higher than that of Richland School District One (MMBA-59.3% compared to RSD1-45.4%).

The percent of MMBA students scoring Proficient or Advanced has decreased since it opened by 6.1% (2005-9.8% to 2008-3.7%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Science than the charter school at the elementary level (MMBA-3.7% compared to RSD1-22.9%)

Elementary Level- Social Studies

The elementary leveled grades have had a 12.3% decrease in the percent of students scoring Below Basic in Social Studies (2005-53.7% to 2008-41.4%). The percent of students Below Basic in Social Studies at MMBA is higher than that of Richland School District One (MMBA-41.4% compared to RSD1-33.7%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 11.4% (2005-2.4% to 2008-13.8%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Social Studies than the charter school at the elementary level (MMBA-13.8% compared to RSD1-27.8%)

Elementary Summary

Elementary students enrolled at MMBA have higher percentages of Below Basic scores than Richland One elementary students in ELA, Math, Science and Social Studies. In addition, elementary students enrolled at MMBA have lower percentages of students scoring Proficient or Advanced than Richland One elementary students in ELA, Math, Science and Social Studies.

Middle Level- ELA

Since the inception of MMBA, the middle leveled grades have had a 13.2% decrease in the percent of students scoring Below Basic (2005-60.7% to 2008-47.5%). The percent of students Below Basic in ELA at MMBA is higher than that of Richland School District One (MMBA-47.5% compared to RSD1-37%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 7.7% (2005-9.8% to 2008-17.5%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in ELA than the charter school at the middle level (MMBA-17.5% compared to RSD1-24.5%)

Middle Level-Math

MMBA has experienced an 11.9% decrease in the percent of students scoring Below Basic on the PACT Math section over the past 4 years (2005-55.7% to 2008-43.8%). The charter school has more students Below Basic on PACT Math than the district (MMBA-43.8% compared to RSD1-38.2%).

The percent of MMBA students scoring Proficient or Advanced has increased since they began by .2% (2005-14.8% to 2008-15%). Richland One has more middle school students

scoring Proficient or Advanced on the PACT Math assessment. (MMBA-15% compared to RSD1-23.6%).

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Middle Level- Science

Since the inception of MMBA, the middle leveled grades have had a 22.1% decrease in the percent of students scoring Below Basic in Science (2005-72.1% to 2008-50%). The percent of students Below Basic in Science at MMBA is higher than that of Richland School District One (MMBA-50% compared to RSD1-42.3%).

The percent of MMBA students scoring Proficient or Advanced has decreased since it opened by 1% (2005-13.1% to 2008-12.1%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Science than the charter school at the middle level (MMBA-12.1% compared to RSD1-27.5%)

Middle Level- Social Studies

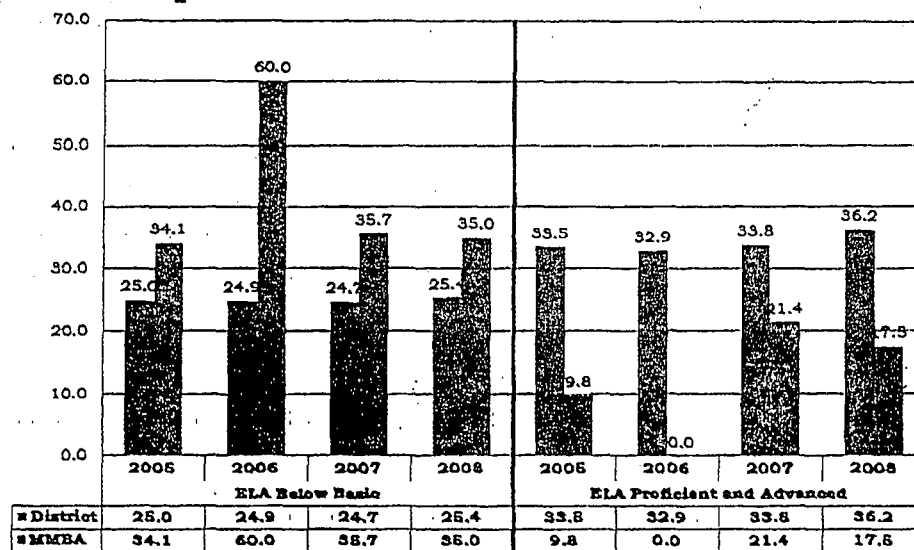
The middle leveled grades have had a 6.2% increase in the percent of students scoring Below Basic in Social Studies (2005-49.2% to 2008-55.4%). The percent of students Below Basic in Social Studies at MMBA is higher than that of Richland School District One (MMBA-55.4% compared to RSD1-42.3%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 1% (2005-11.5% to 2008-12.5%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Social Studies than the charter school at the elementary level (MMBA-12.5% compared to RSD1-26.6%)

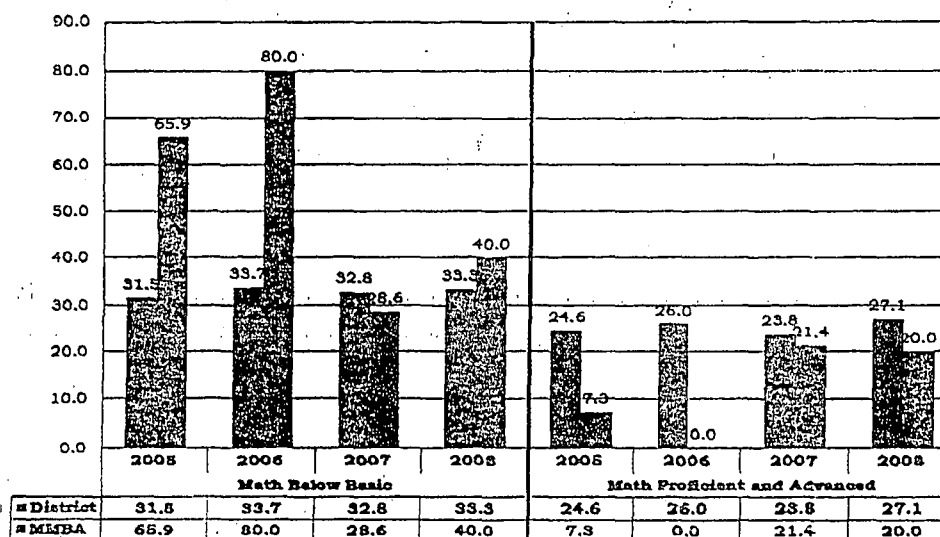
Middle Summary

Middle school students enrolled at MMBA have higher percentages of Below Basic scores than Richland One middle students in ELA, Math, Science and Social Studies. In addition, middle students enrolled at MMBA have lower percentages of students scoring Proficient or Advanced than Richland One middle students in ELA, Math, Science and Social Studies.

PACT 2005 to 2008 - ELEMENTARY English Language Arts Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



PACT 2005 to 2008 - ELEMENTARY Mathematics Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



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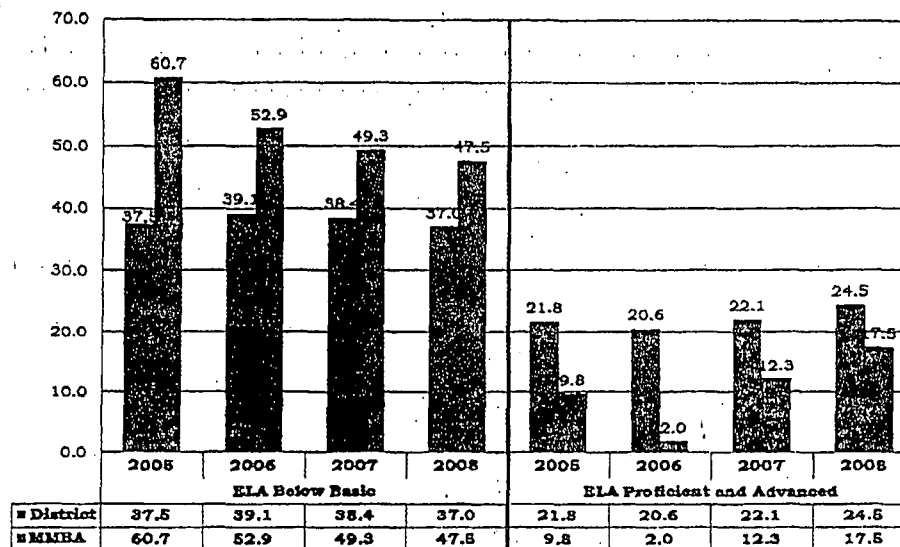
The bar chart displays two data series: 'Soc. Studies Below Basic' and 'Soc. Studies Proficient and Advanced'. The Y-axis represents the percentage, ranging from 0.0 to 100.0 in increments of 10.0. The X-axis shows the years 2005, 2006, 2007, and 2008. For each year, there are two bars: a dark bar for 'District' and a light bar for 'MNBA'. The values for 'Soc. Studies Below Basic' are: District (39.8, 41.9, 34.5, 33.7) and MNBA (53.7, 86.7, 33.3, 41.4). The values for 'Soc. Studies Proficient and Advanced' are: District (17.7, 18.1, 23.3, 27.8) and MNBA (2.4, 0.0, 11.1, 13.8).

	2005	2006	2007	2008
Soc. Studies Below Basic				
District	39.8	41.9	34.5	33.7
MNBA	53.7	86.7	33.3	41.4
Soc. Studies Proficient and Advanced				
District	17.7	18.1	23.3	27.8
MNBA	2.4	0.0	11.1	13.8

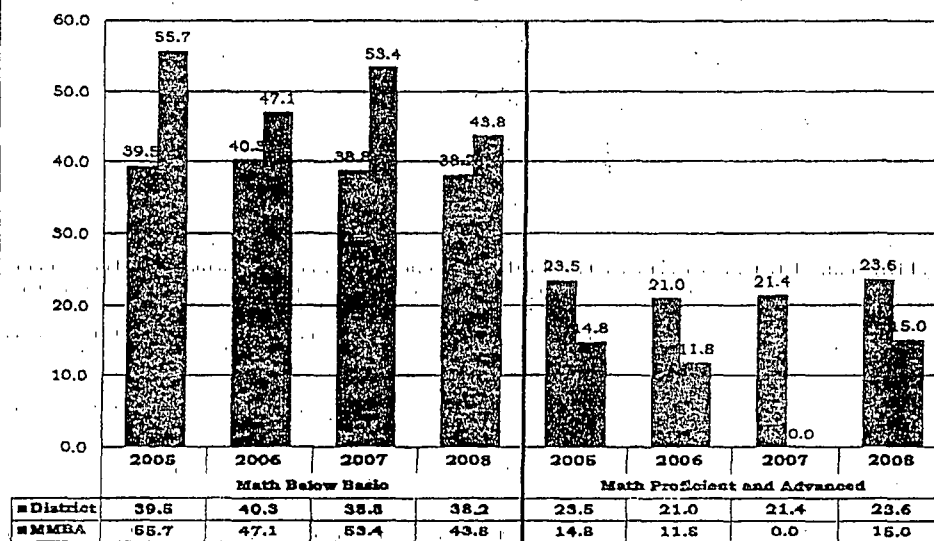
The bar chart displays the percentage of students in two science categories: 'Science Below Basic' and 'Science Proficient and Advanced'. The Y-axis represents the percentage from 0.0 to 100.0. The X-axis shows the years 2005, 2006, 2007, and 2008. For each year, there are two bars: a solid black bar for 'District' and a patterned bar for 'MOBA'. The data values are labeled above each bar.

	2005	2006	2007	2008
Science Below Basic				
District	52.2	53.8	48.5	45.4
MOBA	61.0	86.7	40.0	59.3
Science Proficient and Advanced				
District	16.6	15.4	20.2	22.9
MOBA	9.8	0.0	10.0	3.7

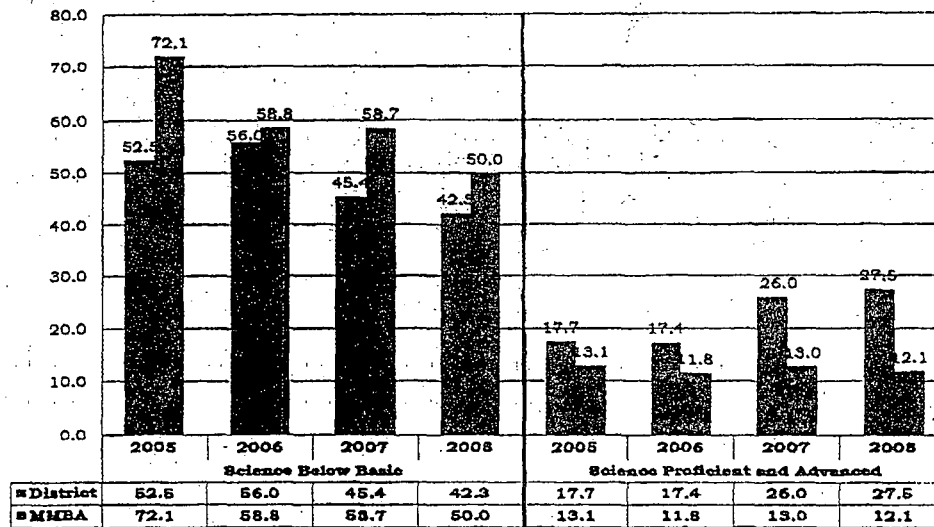
PACT 2005 to 2008 - MIDDLE English Language Arts Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



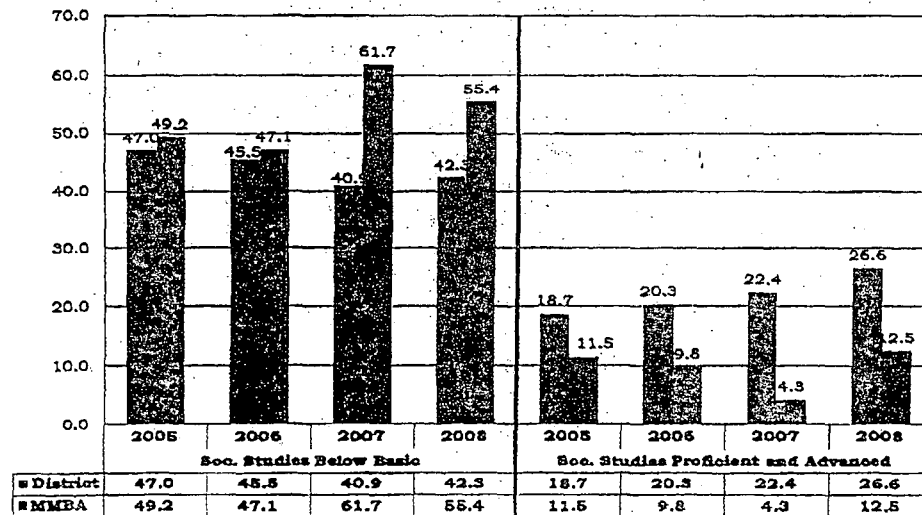
PACT 2005 to 2008 - MIDDLE Mathematics Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



PACT 2005 to 2008 - MIDDLE Science Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



PACT 2005 to 2008 - MIDDLE Social Studies Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



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ELA-% All Students					MATH-% All Students				
Year	Below Basic	Basic	Proficient	Advanced	Year	Below Basic	Basic	Proficient	Advanced
ELEMENTARY					ELEMENTARY				
05-06	60.0	40.0	0.0	0.0	05-06	80.0	20.0	0.0	0.0
06-07	35.7	42.9	21.4	0.0	06-07	28.6	50.0	7.1	14.3
07-08	35.0	47.5	17.5	0.0	07-08	40.0	40.0	17.5	2.5
MIDDLE					MIDDLE				
05-06	52.9	45.1	2.0	0.0	05-06	47.1	41.2	7.8	3.9
06-07	49.3	38.4	12.3	0.0	06-07	53.4	46.6	0.0	0.0
07-08	47.5	35.0	15.0	2.5	07-08	43.8	41.3	11.3	3.8
SCIENCE-% All Students					SOCIAL STUDIES-% All Students				
Year	Below Basic	Basic	Proficient	Advanced	Year	Below Basic	Basic	Proficient	Advanced
ELEMENTARY					ELEMENTARY				
05-06	86.7	13.3	0.0	0.0	05-06	86.7	13.3	0.0	0.0
06-07	40.0	50.0	10.0	0.0	06-07	33.3	55.6	11.1	0.0
07-08	59.3	37.0	0.0	3.7	07-08	41.4	44.8	13.8	0.0
MIDDLE					MIDDLE				
05-06	58.8	29.4	7.8	3.9	05-06	47.1	43.1	9.8	0.0
06-07	58.7	28.3	13.0	0.0	06-07	61.7	34.0	4.3	0.0
07-08	50.0	37.9	3.4	8.6	07-08	55.4	32.1	5.4	7.1

End of Course Assessments				Adequate Yearly Progress History		
% Passing (70 or higher)						
	2006	2007	2008	2006	2007	2008
Algebra I	N/A	80.0	40.0	Not Met	Not Met	Not Met
				7 out of 13	10 out of 13	12 out of 13

State Report Card History			
	2006	2007	2008
Absolute	Unsatisfactory	Unsatisfactory	At-Risk
Index	2.2	2.2	2.5
Growth	Good	Unsatisfactory	Average
Index	0.1	-0.1	0.1

* Criteria to achieve each rating (Excellent, Good, Average, Below Average, and At-Risk) increases by .10 point each year until 2010.

Student Attendance Rates				Teacher Attendance Rates			
Year	2006	2007	2008	Year	2006	2007	2008
Rate	97.2	95.4	97.0	Rate	96.8	95.0	93.4

MMBA Charter School
2008 School Snapshot - Demographics

**45-Day Average Daily
Membership (ADM)**

Year	2006	2007	2008
ADM	71	100	143

Ethnicity Percent

Year	Black	White	Other
2006	98	1	1
2007	97	1	1
2008	95	3	3

Note: Due to rounding, figures may not add to 100.

**Student
Attendance Rates**

Year	2006	2007	2008
Rate	97.2	95.4	97.0

**Percent Free and Reduced
Lunch Status**

Year	2006	2007	2008
%	74.32	77.5	75.0

**Special Education
Percent**

Year	2006	2007	2008
%	12.7	6.1	12.3

0111

ROA 336

Classroom Instruction

0112

ROA 337

III. Classroom Instruction

A. MMBA	B. DISTRICT STAFF
1. Ensure that lesson plans are readily available and visible in each classroom at all times. NOT MET	1. Conduct routine monitoring visits in all 4 subject areas (ELA, mathematics, science and social studies). 2. Monitor for adherence to the curriculum, instructional delivery strategies, and classroom environment. 3. Use informal observation checklist to provide feedback to school administration (share copy of observation tool with staff prior to visit). 4. Schedule feedback times with staff and leadership. COMPLETED

*Summary of district findings

- Standards/indicators for lessons being taught are not always visible nor evident during lessons
- Very little and outdated supplemental print resources in classes
- New computers in SuccessMaker Lab
- Little pupil interaction (with exception of math classes)
- Worksheets and lecture are predominant instructional strategies.
- Lack of rigor
- Little differentiation
- Lower level of Bloom's taxonomy

*Complete staff reports are available at the end of this section.

Midlands Math and Business Academy (MMBA)
Richland One District Support Team Visit
Overview of Findings

October 15, 2009 - 8:00 A.M.

Submitted by Ernest Dupree, Executive Director of Schools

0114

Operational

Ms. Howard's room is not safe for students to be in for instruction. Fifteen students were in the room with her as well. Size is an issue. Many rooms are too small for classes. Many classrooms have inoperable furniture. Many classrooms have paper stored up that should be thrown away. Book bags are in the hallway creating obstructions during class changes. Some white boards are not mounted creating a safety hazard for students. The air quality in the building is a problem.

Scheduling

The schedule needs to be updated and formatted appropriately for public dissemination. Some staff persons on the schedule are no longer teaching such as Garmany. Students were observed to come into the school after 8:00 A.M. and math instruction appears to end before some students came to school. The first block of the instructional day is problematic.

Consistent format and placement of lesson plans. White had lesson plans that were one month old. Some plans were found to be out of date. Canty and Baker were current but did not provide the detail needed to indicate what instruction is taking place. Appears to be a lesson log rather than a lesson plan.

Instructional

Y. White and B. White had all the state indicators posted in the room rather than the current indicator that they should be working with.

Howard had the old ELA and Math indicators posted. Instruction did not match the indicator posted and was well below grade level.

Instruction did not match the indicator in all of the visited classes. Canty was engaged in the DO now and Checking homework.

Copyright on the books are as old as 1997. Social studies books were current; however, Editions of text being used in math were from two sets.

Instruction was at a very low level and inappropriate for the grade level in some classrooms. Questioning was not at the level of the indicator intent.

ROA 339

Questioning techniques should be used to engage all students in the classroom. Flexible grouping is not being practiced.

Sequencing guide is not used to guide instruction.

Did not observe any technology being used during the course of instruction. Currently, pacing guides are not used to guide instruction.

Observed a lot of wasted instructional time and very few instructional strategies were observed.

Students were very compliant. Students appear to want to be in the school.

Spelling is being conducted in the traditional manner that is not appropriate for integration of instruction.

Did not observe student work in the secondary grades.

Commendations

Student work was observed in the elementary level.

Howard had word wall in place around three sides of the room.

White also had a word wall that did not match the indicators.

Teachers are making an effort to display word walls.

Graphing calculators were in use by the students and the teachers.

Kits were in use at the elementary level.

Recommendations

Student work should be posted in all classrooms.

Instruction must be aligned to the current indicators.

Maximize instructional time. A greater focus is needed on content delivery.

Provide support for the new teacher to get up and running.

Establish a common lesson plan format and collaborative planning.

Use the support documents to focus on content delivery.

Establish the alignment of the curriculum related to current guides based on current standards.

Increase the number of books for classroom libraries.

Seek to bring all textbooks in line with current editions -- at least the same edition.

Increase the incorporation of the use of manipulative and hands on activities in all content areas.

Professional Development

0116

ROA 341

IV. Professional Development

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's PD staff a written overview of professional development plan for past five years, with specific examples of workshops and other training over the past two years. Explain the focus of the plan. NOT MET No explanation of a focus for PD	1a. Determine if professional development plan was implemented. COMPLETED 1b. Provide feedback to MMBA COMPLETED
2. Provide to Richland One's PD staff a list of all professional development provided to MMBA teachers and administration over the past 3 years. MET	2a. Determine if professional development addresses academic standards in all 4 core areas, teaching and learning and school needs based on data. COMPLETED 2b. Provide suggestions for improvement of professional development and accompanying district support. PENDING
3. Provide to Richland One's PD staff a copy of professional development plan for the 2009-2010 school year. Show the connection with data and S.C. Standards. NOT MET No connection with specific student data	3. Continue to provide access to professional development to MMBA faculty and staff (If various workshop/classes are not funded with state and/or federal funds that provide for charter school attendance, then payment of services can be negotiated with Richland One). COMPLETED

0117

ROA 342

***Summary of district findings**

While MMBA has conducted professional development sessions over the past five years, there is no evidence that well developed plans were created. MMBA's plan for 2009-2010 failed to include any student/teacher needs data, specific objectives, or dates of specific sessions; rather, the PD plan included a listing of numerous topics with no obvious connections.

***Complete staff reports are available at the end of this section.**



Office of Professional Development

To: Donna Hammett, Coordinator
AAP and Charter Schools

Gerald Jenkins, Principal
Midlands Math and Business Academy

From: Tammy M. Johnson, Director
Professional Development

Re: Feedback on MMBA's Professional Development

Midlands Math and Business Academy submitted a Professional Development plan on August 10, 2009 and the 5 year Professional Development Overview on September 14, 2009.

The following is a summary of the Office of Professional Development findings:

- A Professional Development plan has been implemented.
- Staff meets weekly on Thursday afternoons to address identified professional development areas.
- Additionally, training is planned to occur during the teacher workdays for the 2009-2010 school year.
- There is a list of training topics scheduled to occur this year. Additionally, MMBA is scheduled to receive the Making Middle Grades Work grant that will encompass professional development training.
- However, it cannot be determined if MMBA's professional development addresses academic standards in all 4 core areas, teaching and learning and school needs based on data, because no data was provided.
- There is no evidence such as agendas/objectives/descriptions of outcomes, etc.
- Midlands Math and Business Academy should list objectives, facilitator/presenter, date, and the length of time that the scheduled professional development will occur.
- Also, there should be data (student performance data, surveys, etc.) that supports the need of each of the areas that will be addressed through professional development. How will this goal and/or training be measured in its effectiveness with MMBA's staff?

I am willing to meet with Mr. Jenkins to provide guidance in any of the areas mentioned above.

Teacher Certification, Evaluation and Turn-over

V. Teacher Certification, Evaluation, and Turn-over

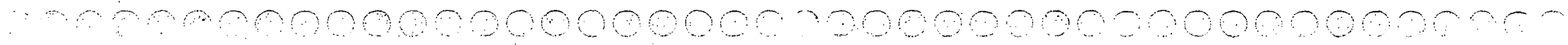
A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's HR staff a list of teacher certifications and Highly Qualified status, and subjects being taught by each classroom teacher. MET	1. Review for compliance with charter and provide recommendations to MMBA. COMPLETED
2. Provide to Richland One's HR staff a list of non-certified classroom teachers' qualifications along with subjects being taught by each teacher. MET	2. Review for compliance with charter and provide recommendations to MMBA. COMPLETED
3. Provide to Richland One's HR staff a list of teachers who are currently on improvement plans and subjects they teach. MET	3. Review for compliance with charter and provide recommendations to MMBA. COMPLETED
4. Provide to Richland One's HR staff information on teacher turn-over during the last two years. Provide names of teachers who left MMBA, year of exit, and subject taught. MET	4. Determine staff stability and make and provide recommendations to MMBA. COMPLETED

*Summary of district findings

Even though 83% of teachers at MMBA are certified, MMBA does not fulfill its charter that states all teachers in core areas, and the special education teacher will be Highly Qualified. There is no evidence that the special education teacher or the middle school math teacher is Highly Qualified.

The school reports that two teachers left the school over the past two years, and that no teachers are on improvement plans.

*Complete staff reports are available at the end of this section.



0122

Leadership

ROA 347

VI. Leadership

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's Charter School Liaison a list of school administrators and years each served in his/her positions over the past 5 years. MET	1. Determine stability of leadership. COMPLETED
2. Provide to Richland One's Charter School Liaison a list of administrators to include position title, and certification credentials for each administrator for the 2009-2010 school year. MET	2. Determine additional information, if needed. COMPLETED
	3. Prepare written feedback and schedule discussion with leadership. COMPLETED

*Summary of district findings

MMBA leadership from 2004-2008 was stable, with the same person serving as Director during the four year period. Since July, 2008, school leadership has lacked stability. Three different persons have served as Instructional Leader.

Additionally, the school's governing board was replaced in the Fall of 2009 with a newly elected board.

*Complete staff reports are available at the end of this section.

Facility

VII. Facility

A. MMBA	B. DISTRICT STAFF
1. Provide to Raymond Perkins a copy of facility layout. MET	1. Determine if facility is adequate to serve need of children. Why or why not? COMPLETED
2. Provide to Raymond Perkins a list of facility needs. MET	2. Does facility meet S.C. code? COMPLETED
3. Provide to Raymond Perkins a plan with timeline to address any facility needs. NOT MET	3. Recommend improvements and district support to MMBA. COMPLETED

***Summary of district findings**

The school facility meets most of the life safety requirements needed for the occupancy of an institutional facility; however, some safety issues exist and are highlighted in the memo at the end of this section.

*Complete staff reports are available at the end of this section.



Memorandum

To: Ms. Donna Hamett
From: Raymond A. Perkins, Jr.
Copy: Ms. Debra Brathwaite
Date: October 22, 2009
Re: Midlands Math and Business Academy – Site Observation

As you are aware, the Facility Services department was asked to visit the Midlands Math & Business Academy for an observation of the facility. Please know my review of the facility was from a technical Life/Safety assessment and we did not try to identify operational adequacy/efficiency.

It should be noted that before any Charter School is allowed to occupy a facility, it is required to meet certain criteria by the Office of School Facilities (Department of Education). Although, I did not request verification of this certification, the school should be able to produce this document to show previous acceptance. Additionally, the facility falls under the jurisdiction of the City of Columbia Fire Marshall. The school should have records of their visits and documentation indicating their compliance to all noted deficiencies.

GENERAL COMMENTS

The school appeared to have met most of the life safety requirements needed for the occupancy of an institutional facility. It appeared that the necessary fire alarm equipment was in position as required. Additionally, the school has recently installed a fire protection sprinkler system. There were only a few minor comments/observations. They are as follows:

1. Although small, the hallways seemed to be suitable to handle the number of students in the school. It should be noted that it is imperative that the hallways remain clear at all times to allow for

unobstructed egress in case of emergencies. (NOTE: Although not a requirement, condition of carpet in hallway should be improved.)

2. It was noted that the "EXIT" signs were positioned properly; however, they needed to be illuminated.
3. Generally, schools are required to have two points of egress out of a classroom. Charter schools have some latitude with the Office of School Facilities (OSF); therefore, it is important to obtain the certificate of occupancy for the school.

CLASSROOMS

In general, the classrooms are small in area. OSF does not indicate absolute minimum size requirements; however, the office provides a general guide.

There were ten classrooms in the facility. Two were used for elementary and the others for the middle school. One of the classrooms was converted to a library. The school seems to be quite aware of their space issue and have investigated several options for various arrangements. One option mentioned was relocating the elementary class out of the small class in the front of the building. The school has attempted to negotiate the purchase/lease of the Virginia Pack site. Additionally, the school has requested the use of a Multipurpose space (attached). Other observations are as follows:

1. Classrooms were small and cramped in some areas.
2. Classrooms also appeared to be warm with very little air movement. My guide indicated that HVAC had been turned off. In light of the recent H1N1 concerns, a non-operating HVAC system could be a health concern. The HVAC system should be operational at all times to meet ASHRAE standards for health and safety concerns.

REST ROOMS

The bathrooms were small. It is noted that these facilities may need to be reviewed to ensure that it meets the requirements of the Americans Disability Act.

1. School may want to confirm the number of water closet requirements based on the student population.
2. Although not required, the elementary school student restrooms should be separate from the middle school students.

Special Education

0128

ROA 353

VIII. Special Education

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's Special Education staff a current certification and Highly Qualified status for special education teacher(s). NOT MET The MMBA special education teacher was currently certified as of 08/14/09, but Human Resources reports no evidence of highly qualified status as of 10/21/09.	1. Determine certification status of Special Education teachers. COMPLETED
2. Ensure that all special education teacher(s) and other personnel as appropriate will participate in special education trainings provided by the district. NOT MET Information: The MMBA special education teacher is included in the district special education list serve used to notify staff of a variety of information, including trainings. The teacher received a Special Education Teacher Manual 2009-2010 at the 08/12/09 training. The manual included a calendar of after school in-service dates/times/locations for 09-10. The special education teacher attended the beginning of year special education in-service on 08/12/09. Evidence: Sign-In Sheet. The special education teacher did not attend the after school in-service provided at three locations on three dates in October 2009. Reminder notification was sent by list serve email by Debbie Alexander on 10/07/09. Evidence: Sign-In Sheets The school psychologist provided on-site general Student Intervention Team (SIT) training for the MMBA staff on 09/30/09. Thirteen persons participated, including the SIT chairperson.	2. Notify MMBA teacher(s) and principal of all trainings. COMPLETED

Student Intervention Team (SIT) Chairpersons training was conducted on 10/05/09. A letter was sent to the MMBA principal on 09/23/09 announcing training and data submission for the 09-10 school year. The MMBA chairperson was not in attendance. Evidence: Sign-In Sheet. All data provided at the 10/05/09 training was forwarded to MMBA on 10/06/09. Dates for quarterly training for the remainder of 09-10 and a reminder of data submission dates were included. The SIT quarterly log was due 10/20/09. It has not been received to date.	
3. Develop lesson plans and lessons based on each IEP and on the S. C. Standards. Technical assistance has not been requested.	3. Provide technical assistance as requested. NO REQUEST
4. Notify the Special Education database analyst of any new enrollment to determine eligibility for special education. NOT MET A list of students enrolled at MMBA as of 08/19/09 was delivered to Ms. Branham, database analyst, by Ms. White, MMBA special education teacher, on 08/19/09. This did not meet the due date for prior to opening of school. Ms. Branham reviewed the list, identified special education students, and emailed Ms. White students' names and disabilities on 08/20/09. Ms. Branham also verified the students were assigned to Ms. White's roster in the web-based IEP program. This ensures access to the IEP. Student enrollment information has been sent by the teacher by email, but not upon enrollment. On 10/21/09, in response to a request by Ms. Branham, Ms. White verified her current student roster as complete for students currently served. On 10/05/09 Ms. White inquired by email about not being able to view information for three students on her roster. Ms. Branham verified access was available and responded.	4. Provide information regarding general education/special education status. Provide access to the IEP. COMPLETED

0130

ROA 355

5. Develop accurate and appropriate IEPs as needed and provide progress reports as required. NOT MET IEP progress reports are required by federal and SC mandate to be provided at least as frequently as general education students receive progress reports and as designated in the IEP. This has occurred for seven of the eleven students on the teacher's caseload. One student's IEP requires progress reporting every 4.5 weeks. As of 10/21/09, there is no record of an 09-10 progress report having been developed for this student; therefore, the parents and student have not been given the required IEP progress update. Three students' IEPs include quarterly progress reporting. This does not meet the requirement that students with disabilities receive IEP progress reports at least as often as general education students receive progress reports. The teacher participated in the 08/12/09 in-service training, but not the October training. Both addressed IEP items, and progress report reminders have been sent by list serve email.	5. Provide appropriate training at least annually. COMPLETED
6. Upon enrollment, determine special education status of any student enrolling from outside Richland One, provide comparable services, and follow appropriate procedures for placement of transfer students. No new enrollment notifications for students from out of district have been received for 09-10. No technical assistance has been requested.	6. Provide technical assistance as requested. No assistance was requested
7. Upon enrollment of a new student, special education records will be forwarded to the Richland One's Special Education consultant to determine if services, in addition to those provided by the special education teacher, are required. No special education records have been received of new enrollees following the opening of the 2009-2010 school year.	7a. Review records of newly enrolled special education students. COMPLETED 7b. Provide feedback to MMBA COMPLETED

0131

ROA 356

***Summary of district findings**

MMBA has violated the charter agreement to comply with all aspects of federal and state laws related to the education of children with special needs. Additionally, the school has failed to comply with many of the strategies required by Richland One's Board of School Commissioners as outlined in the MMBA probationary plan. The specific violations are outlined in detail in the above chart.

ROA357

0132

*Complete staff reports are available at the end of this section.

Instructional Technology Services

IX. Instructional Technology Services

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's ITS staff a list of resources to include: NOT MET A. <u>Books</u> Informational texts and library collections for student and teacher use Circulation statistics Selection policies and acquisitions data Budgeting information for library books An incomplete listing of informational texts and library collections • No circulation statistics • Inadequate budget for purchase of books B. <u>Technology Hardware</u> Number, models and ages of computers Obsolescence/replacement schedule Budgeting for new computer hardware ISP provider Incomplete Information C. <u>Equipment</u> Updated list of classroom equipment. (many items noted in the 2003 charter are no longer used such as laser discs, slide projectors) D. <u>Online databases and resources</u> List of databases being used-both from state providers and school-based purchases Usage data for each database No usage data	1. Provide assistance, as requested, in identifying state and national standards and reviewing tools for print online and technology resources. COMPLETED
	2. Provide assistance in identifying vendors and pricing for technology hardware. COMPLETED
	3. Provide assistance in identifying vendors and pricing for technology hardware (including those currently available on state contract). COMPLETED
	4. Provide assistance in identifying vendors and pricing for content-related software and online resources. COMPLETED

***Summary of district findings**

The print resources for MMBA's library are inadequate to meet the informational and recreational needs of the students.

Additionally, the school does not employ a media specialist and the amount of funds budgeted for library materials will not support the acquisition of a comprehensive collection.

0135

ROA 360

*Complete staff reports are available at the end of this section.

TO: Gerald Jenkins
Midlands Math & Business Academy

FROM: Ida W. Thompson, Director
Instructional Technology Services

THRU: Donna Hammett, Coordinator
Advanced Academic Programs

SUBJ: Resources and Library Media Center Recommendations from Site Visit

DATE: September 25, 2009

On Tuesday, September 15, I participated in a site visit to Midlands Math and Business Academy along with Donna Hammett, Coordinator of Advanced Academic Programs and Luke Fox, Executive Director for Information Services. Following a short meeting with you to review the school's overall operations and services, we made a tour of the classrooms and lab.

My particular interest was in the availability of print resources and materials, technology resources and school library services. The tour provided me with an opportunity to visit classes, observe students and teachers at work as well as to see the types of resources available to support student learning. Many of the materials I saw and examined were old, dated and dirty. Many of them were discards from other library media centers.

The following recommendations are based on my observations:

Highlights

- Contact had been made with Martha Alewine, State Library Media Consultant to discuss standards for school library media centers
- References and documents in the Instructional Technology Services Strategies Plan submitted to Richland One included SACS standards for media center staffing as well a questionnaire for gaining input from patrons on needed resources
- Funds totally \$1,500.00 have been budgeted this year to add materials to the media center
- Computers, laptops and SMARTboards are available in the school
- DISCUS, the state's virtual library, is accessible to students and staff. Professional development has been provided to staff on effective use of DISCUS resources by state program facilitators.
- Students participate in an online course from the SC Virtual Schools

Challenges:

- Adequate space for a comprehensive media center is needed to accommodate small groups, large groups and sufficient technology resources
- Providing an adequate budget to support the acquisition and sustainability of a quality collection is

Immediate Recommendations:

- Employ a (part-time) certified library media specialist to serve students and staff
- Immediately remove discarded and dated books and materials from classrooms and the media center
- Work with an established vendor to survey needs and select an appropriate print collection

Future Recommendations:

- Participate in and establish literacy programs to ensure students' access to current authors, genres and information literacy skills
- Purchase an automated library media center system to provide accountability for resources and easy access by patrons
- Upgrade SMARTboard software to current versions; provide SMARTboard training and certification for staff
- Work with an established vendor for appropriate magazine and periodical resources

Please respond with a written plan by October 16, 2009 regarding your plans to these recommendations.

TO: Mr. Gerald Jenkins, Principal
Midlands Math and Business Academy

FROM: Ida W. Thompson

SUBJ: Plans to Address Resources and Media Center Services

DATE: October 20, 2009

This letter is in response to your October 16 communication regarding the MMBA's plans for provision of print resources, media center services and support. I have listed the contact information below for several reputable vendors who can assist you with identifying and acquiring library media resources.

David Wendt (Library Collection Development)

South Carolina Based Account Manager
Follett Library Resources
888-511-5114 voice mail 3832
David.wendt@flr.follett.com

R. H. (Bob) Rinaldi (Destiny Library Automation)

Follett Software Company
brinaldi@fsc.follett.com <<mailto:brinaldi@fsc.follett.com>>
1-800-323-3397 X 7906 Voice Mail
1-910-673-1614 Office
1-910-986-0285 Cell
1-815-578-5106 Fax

Dana Reeves (Periodicals and Magazines)

Regional Sales Director
W. T. Cox Subscriptions
201 Village Road
Shallotte, North Carolina 28470
866-820-3374

Could you please outline your timeline for securing a certified school library media specialist? You may find it helpful to contact Dr. Samantha Hastings, Director of the School of Library and Information Science at the University of South Carolina. You can reach her at (803) 777-3858 Email: hastings@sc.edu.

Relative to the collection, I suggest you work with Mr. Wendt and have Follett design an opening day collection for your school, based on the student enrollment, grade levels and instructional program. This will ensure that there is a comprehensive collection available that meets state and national guidelines. You can review the South Carolina Standards for School Library Resource Collections which are posted on Ms. Alewine's website at the Department of Education. This document outlines the requirements for the school library media collection. While you have listed some titles from the Holt reading series, a much more in-depth collection should be in place to meet the informational and recreational needs of the students.

Relative to literacy programming, I suggest that all students at your school participate in the South Carolina Book Award Programs. You can find all of the details posted on the website of the South Carolina Association of School Librarians www.scasl.net.

As you work to respond to these suggestions, please detail the timelines and schedules you will be following to address needed personnel and resources.

Information Technology

ROA 365

0140

X. Information Technology

0141

A. MMBA	B. DISTRICT STAFF
1. Conduct joint district (IT and ITS) and MMBA technology walkthrough to assess existing technology. MET	1. Make recommendations to MMBA for technology upgrades and improvements. COMPLETED
2. Develop a plan to provide 3:1 student-to-computer ratio (district ratio is 2.4:1) and provide a copy of plan to IT staff. NOT MET Incomplete plan	2. Provide assistance as requested for recommended computer models. COMPLETED
3. Develop a plan to equip each classroom with a digital projector and SMARTBoard and provide a copy of plan to IT staff. NOT MET Incomplete plan	3. Provide assistance as requested for recommended projector and SMARTBoard models. COMPLETED

ROA 366

*Summary of district findings

MMBA has submitted to the district a plan to update its technology and resolve many of its technology issues. The challenges are outlined in the IT response found at the end of this section. The major overall challenge in the school's plan will be budget and follow-through. Presently, MMBA's technology is not adequate for meeting the needs of students in a technologically driven society.

*Complete staff reports are available at the end of this section.



TO: Mr. Gerald Jenkins
Midland Math & Business Academy

FROM: Mr. Walter L. "Luke" Fox
Executive Director of Information Technology

SUBJECT: Information Technology Recommendations from Site Visit

DATE: September 17, 2009

On September 15, 2009, I, along with Ms. Ida Thompson, Director of Instructional Technology Services, and Mrs. Donna Hammett, Coordinator, Advanced Academic Programs made a site visit to Midland Math & Business Academy. Mr. Gerald Jenkins met with us and then escorted us to each classroom and lab. We observed classes in session in traditional classrooms as well as a lab. There were many positives observed as well as several challenges.

Positives:

1. There were 22 new Acer computers in a lab. These computers are industry standard computers running up to date software.
2. Students were using available technology. The lab was used for a business class. Students in another classroom were using laptops and distance learning to conduct advanced classes.
3. Several classrooms had data projectors and SMARTBoards, but none were being used during the visit.

Challenges:

1. Standardize on a single computer platform and one vendor to improve reliability and service.
2. Conduct a complete technology inventory of ALL technology devices (computers, printers, projectors, SMARTBoards, etc.). Discard obsolete computers (Compaq, no name brand, etc.) in classrooms that do not appear to be useable. Determine the appropriate life cycle of each (laptops three years, desktop computers four years, etc.).

Information Technology Recommendations from Site Visit

3. Conduct annual budgeting to replace technology at the end of its life cycle to ensure all devices remain under warranty. Move towards the district standard of three students for each computer (3:1). This would mean approximately 40 student computers given your enrollment of 120. Move to a four year life cycle and an annual replace of 25% (10 computers).

4. Move toward placing a data projector and electronic whiteboard (SMARTBoard) in each classroom. Consider the integrated SMART 680i1 series integrated projector and SMARTBoard
<http://www2.smarttech.com/kbdoc/118882>.

5. Install and use a work order system to manage technology work orders. There are several free help desk software systems to consider.

- Web Help Desk - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDqg>
- Autotask - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDqg>
- Liberum - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDqg>

Please respond no later than October 15, 2009 with your plan to address these recommendations.

CC: Mrs. Donna Hammett
Coordinator, Advanced Academic Programs



TO: Mr. Gerald Jenkins
Midland Math & Business Academy

FROM: Mr. Walter L. "Luke" Fox
Executive Director of Information Technology

SUBJECT: Information Technology Response to Midlands Math and
Business Academy's Technology Plan

DATE: October 20, 2009

I have reviewed the Midlands Math and Business Academy's (MMBA) plan to address technology challenges dated October 16, 2009. While MMBA does provide strategies that would resolve many of their technology issues, I am concerned with follow-through and budget.

Challenge 1: Standardize on a single computer platform and one vendor to improve reliability and service.

MMBA Strategy: MMBA has agreed to standardize on Acer for desktop computers. Acer is an acceptable vendor. They intend to purchase Acer computers from Best Buy. While acceptable, they should consider state contracts. Computer Solutions has been contracted to provide maintenance. This is acceptable.

Challenge 2: Conduct a complete technology inventory of ALL technology devices (computers, printers, projectors, SMARTBoards, etc.). Discard obsolete computers (Compaq, no name brand, etc.) in classrooms that do not appear to be useable. Determine the appropriate life cycle of each (laptops three years, desktop computers four years, etc.).

MMBA Strategy: Mr. Jenkins reported that technology that is being used is being logged and unusable technology being discarded. Logged must be defined as maintaining an accurate inventory of all technology. He further states a life-cycle for desktops of four to five years and laptops three to four years. This is acceptable, but longer than the district's life-cycle. This could result in older computers remaining in use by students, particularly if the budget does not support replacement.

Challenge 3: Conduct annual budgeting to replace technology at the end of its life cycle to ensure all devices remain under warranty. Move towards the district standard of three students for each computer (3:1). This would mean approximately 40 student computers given your enrollment of 120. Move to a four year life cycle and an annual replace of 25% (10 computers).

MMBA Strategy: Mr. Jenkins cites a commitment to replace technology to match the district's standard. However, he indicates this depends on available funding. My experience has shown that unless technology funds are firmly allocated, they will be allocated elsewhere.

Challenge 4: Move toward placing a data projector and electronic whiteboard (SMARTBoard) in each classroom. Consider the integrated SMART 680i1 series integrated projector and SMARTBoard <http://www2.smarttech.com/kbdoc/118882>.

MMBA Strategy: Mr. Jenkins states MMBA has begun research and meetings with possible vendors. Again, I am concerned with dedicated funding to provide appropriate technology.

Challenge 5: Install and use a work order system to manage technology work orders. There are several free help desk software systems to consider:

- Web Help Desk - <http://www.webhelpdesk.com/free-help-desk-software.html?gclid=CJzvwZqn9JwCFdFL5QodHFyDqg>
- Autotask - <http://www.webhelpdesk.com/free-help-desk-software.html?gclid=CJzvwZqn9JwCFdFL5QodHFyDqg>
- Liberum - <http://www.webhelpdesk.com/free-help-desk-software.html?gclid=CJzvwZqn9JwCFdFL5QodHFyDqg>

MBA Strategy: Mr. Jenkins indicates MMBA has begun researching a work order system. I strongly recommend follow-through to ensure technology remains operational for teaching and learning.

MMBA Responses to MMBA Action Plan

Midlands Math and Business Academy
Core Knowledge Curriculum

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

What is Core Knowledge?

An Idea . . . that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.

A Guide to Specific, Shared Content . . . as outlined in the Core Knowledge Preschool Sequence and the Core Knowledge Sequence (K–8) (a grade-by-grade guide to important knowledge) and supported in Core Knowledge resources, including the What Your Kindergartner – Sixth Grader Needs To Know book series.

A School Reform Movement . . . taking shape in hundreds of schools where educators have committed themselves to teaching important skills and the Core Knowledge content they share within grade levels, across districts, and with other Core Knowledge schools across the country.

The Four S's

Core Knowledge Is:

Solid

Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

Sequenced

Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason, the Core Knowledge Sequence provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example, on pioneer days or the rain forest, but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators).

Specific

A typical state or district curriculum says, "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." But which people and events? What ideas and movements? In contrast, the Core Knowledge Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, "What do our children need to know?"

Shared

Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Common Misconceptions about Core Knowledge

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Before people become informed about what the Core Knowledge curriculum is and what's going on in Core Knowledge schools, they sometimes offer objections based on misconceptions or lack of accurate information. These pages offer responses to the most common objections, and invite people to find out more about how the Core Knowledge initiative can benefit their children, our schools, and the nation.

Our school already has a curriculum. We don't need to replace it with something else.

Does the school's curriculum state any specific knowledge goals? In most schools, the curriculum is defined in terms of very general processes and skills. Core Knowledge does not replace the skills-based curriculum; rather, it complements it by providing carefully sequenced and challenging knowledge in which to ground skills instruction. Core Knowledge is meant to comprise about half of a school's curriculum, thus leaving ample freedom for local requirements and variations. Schools already using the *Core Knowledge Sequence* have welcomed its ready accommodation to existing state or local requirements.

A common core of knowledge will make schools into cookie cutters that turn out the same product everywhere.

Most countries teach a common core of knowledge: are all French, Japanese, and German children alike? A common core of knowledge that makes up only about half of American schooling will be no threat to children's individuality. A body of shared knowledge will be taught in a variety of ways by different teachers, and responded to in a variety of ways by different students. And, influential as schools are, children are shaped by a great deal outside of school as well.

Students are unique individuals and can't be expected all to learn the same material. Schooling should respond to the unique learning styles of each individual child.

There is no incompatibility between teaching a core curriculum and adapting instruction to the needs of individual students. Moreover, even as we look to teachers to bring out the best in each child as a learner, we also ask them to recognize the needs of each child as part of a larger community. All communities require some common ground. The community of the classroom requires, in particular, that its members share some common knowledge, because this knowledge makes communication and progress possible.

Specific academic content is not developmentally appropriate for young children.

What exactly does "developmentally appropriate" mean? Who is to decide what is "developmentally appropriate" for particular children? Are the topics recommended in existing curricula "developmentally appropriate"? For example, to cite one state's Social Studies curriculum framework, is it "developmentally appropriate" for second graders to "learn about the community and its components—stores, recreational facilities, protective and educational services," or to "explore components of the community such as shopping centers or community services"?

Must children in the second grade have their horizons bounded by the local mall, as opposed to the much greater reach of the *Core Knowledge Sequence* for second grade, which has children learning about China and India, ancient Greece, and the Civil War?

the question of "developmental appropriateness" applies less to content than to methods of instruction. That is, within reason, specific content is itself neither developmentally appropriate nor inappropriate. Given specific content guidelines, teachers are generally aware of how to deliver the content in developmentally appropriate ways: for example, not lecturing to kindergartners about the seven continents, but singing songs, making paper-mache globes, cutting out and coloring continent-shaped patterns, and making charts with animal's characteristic of different continents.

A curriculum that specifies what is to be taught at each grade level takes away the creative freedom of teachers.

Some educators argue that curricular decisions should be left up to the individual classroom teacher. They say that it is part of a teacher's "professional autonomy" to decide what should be taught. Yes, the individual teacher should have significant freedom to decide how to teach, and some say in what to teach as well. But to leave all decisions about what to teach up to the individual teacher is to place too great a burden on the teacher, to remove the opportunity for professional cooperation among teachers, and to lose sight of what schools need to be fair and effective.

Teaching a common core of knowledge, such as that articulated in the *Core Knowledge Sequence*, is compatible with a variety of instructional methods and additional subject matters. Teachers in Core Knowledge schools report that making the commitment to teach a shared body of specific knowledge is not confining but liberating. Given specific content guidelines, teachers can fashion a variety of creative lessons and teaching approaches, and collaborate by sharing ideas and resources. In general, teachers in Core Knowledge schools report a sense empowerment, both personal and professional.

Knowledge is changing so fast that the best approach is not to teach specific knowledge but to teach children to "learn how to learn."

"Learning how to learn" is an admirable aim but a misleading slogan. If learning is to proceed on any principle besides random chance, then schools need to follow a carefully sequenced body of knowledge. Why? Because children learn new knowledge by building upon what they already know. It's important to begin building foundations of knowledge in the early grades because that's when children are most receptive, and because academic deficiencies in the first six grades can permanently impair the quality of later schooling. The most powerful tool for later learning is not an abstract set of procedures (such as "problem solving") but a broad base of knowledge in many fields. The idea that "knowledge is changing" is only partly true, and, as it pertains to schools, mostly misleading. It is true that some ideas and terms — such as sub-atomic particles, "SCUD" missile, software, or the Commonwealth of Independent States — did not exist or were not widely known even as recently as a couple of generations ago. But the obvious fact that the modern world is changing — sometimes, as in the case of the breakup of the Soviet Union, in dramatic and dizzying ways — in no ways leads to the conclusion that "knowledge is changing so fast that we can't keep up with it" or that "what we learn today will be obsolete by the year 2,000." The basic principles of science and constitutional government, the important events of world history, the essential elements of mathematics and of oral and written expression — all of these are part of a solid core that does not change rapidly, but instead forms the basis for true lifelong learning.

curriculum, "less is more"; schools should not try to cover a lot of content but instead should help students master a few areas in depth and detail.

Many among us perhaps share grim memories of, for example, the high school history course as a superficial blitz through a heavy textbook crammed with facts, names, and dates. Courses like this are what make many people respond warmly to the idea that "less is more." Surely, we think, we would have learned more if we had been confronted with less, if we had been allowed to investigate specific issues and questions in depth and detail. Does it follow, then, that when it comes to knowledge, less is more? Like most slogans in education, there is some truth to "less is more," but also some danger when the slogan is wrongly construed or thoughtlessly applied.

It is hard to disagree with the view that deep knowledge is better than shallow. But — particularly in the elementary years — it does not follow that deep knowledge of a few things is better than broad knowledge of many things. In fact, one needs both — both deep knowledge and broad knowledge. To help children gain breadth of knowledge is to help them lay the foundation on which they can build new knowledge, including more in-depth, specialized knowledge. The best time to acquire broad general knowledge is in the early years, when children are most curious and receptive. In these early years, the idea of "less is more" does not apply, and is especially irrelevant, even potentially damaging, to students from disadvantaged backgrounds, who may be left behind while some advantaged students learn a desirable breadth of knowledge at home. The idea of "less is more" is misleading because it flatters a strain in some educational theory that disparages challenging content and focuses instead on feelings, attitudes, and "self-esteem." But there is one sense in which "less is more" applies even to the early years. This sense is not in opposition to broad and rich knowledge, but in encouraging selectivity about the way in which broad and rich knowledge is chosen.

Educational planners need to take on the responsibility of selecting a rich core of important knowledge, defined in an explicit sequence. It is this particular sense of "less is more" that informs the process of selection and consensus-building that went into the *Core Knowledge Sequence*.

The content of the *Core Knowledge Sequence* was arbitrarily decided by a few people who have no right to tell others what they should know.

The content specified in the *Core Knowledge Sequence* represents a broad consensus of diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts on America's multicultural traditions. Provisional versions of the curriculum were reviewed and revised by panels of teachers. In March 1990, the curriculum was further revised by almost 100 people, of diverse backgrounds and interests, attending a national conference sponsored by the Core Knowledge Foundation. As more schools teach Core Knowledge, teachers participate in occasional updates of the Sequence. In short, Core Knowledge, far from being arbitrary, is more democratic and broadly representative than any current alternative we know of.

Certainly the consensus behind *Core Knowledge Sequence* is more diverse and democratic than the de facto curricular decisions made by a small group of educational specialists and commercial publishers who issue the textbooks that often drive curriculum in schools today.

It is elitist to specify a body of content.

A central motivation behind the Core Knowledge initiative is anti-elitist. The goal is to guarantee equal access for all to knowledge necessary for higher literacy and learning. Such knowledge is currently possessed only by the educated elite—and that's the problem. Our aim is to make that knowledge available to all through the institution available to all: universal public schooling.

Core Knowledge is critically important for children from disadvantaged backgrounds. As Albert Shanker, past president of the American Federation of Teachers, has written, as long as curriculum remains completely a matter of local choice, "schools and school districts are free to hold students up

high standards or, as often happens in the case of disadvantaged children, to decide the kids can't do the work and give them a watered-down curriculum. The trouble with this is that it virtually guarantees these children will fall behind their more advantaged peers—and never catch up" (New York Times, Dec. 16, 1991). In a Core Knowledge school, however, all children are taught a core of challenging, interesting knowledge that provides a foundation to build on year by year.

Our population is changing, and schooling needs to change to meet the needs of an increasingly diverse population. What we need is a curriculum that is more multicultural. Schools should foster respect for diversity, and a curriculum should include the study of many cultures. Typically, however, state and district curriculum guidelines do not define specific multicultural content. Rather, they prescribe a set of nice-sounding but vague goals and attitudes, such as the following from one state's "Curricular Framework for Social Studies":

- Understand the characteristics and development of cultures throughout the world.
- Understand that societies reflect contributions from many cultures.
- Understand and appreciate various dimensions of world interdependence.
- Understand historic and current events from the perspective of diverse cultural and national groups.

These are admirable goals that nod in the direction of multiculturalism—but where is the specific multicultural content? Without some specificity, the door is open to repetition and gaps. How many times will children study the Woodland Indians, and yet perhaps never examine the different ways of life of the Anasazi or the Cheyenne? Will children study Mexico but not Japan, Kenya but not China? Or Kenya in second grade then again in fourth? If we truly want our children to know about and appreciate many cultures, then we need to specify which cultures, and teach them in a way that broadens their perspective on the world and its diversity, rather than bores them with repetition or leaves them unaware of people and places that most educated people know about.

The job of the teacher is to teach children, not subject matter.

There's something warm and appealing in that slogan. After all, it gives top priority to children—and don't we all want the highest priority of teachers to be the best interests of our children?

But there's something disconcerting in the way the imperative to "teach children, not subject matter" is phrased. It suggests an either-or situation: either you teach children, or you teach subject matter. The implication is that teachers who teach "subject matter" are somehow not teaching children!

But what exactly does it mean to "teach children"? Are we in fact teaching children if we do not teach subject matter?

What a strange pass American education has come to when many educators assume that between children and subject matter there is some fundamental incompatibility, as though they were, as the old saying goes, like east and west, and never the twain shall meet. One would have thought, rather, that the challenge for the teacher is to link east and west — that is, to bring children and subject matter together, through practice, hard work, and imaginative and creative endeavors that kindle in children the love of subject matter that the teacher herself or himself feels (or should feel).

Students don't learn from rote memorization of isolated facts. What children need is not a bunch of facts but critical thinking skills.

Those who think that the only way to teach specific content is through rote memorization need to observe the many imaginative, resourceful, and creative ways that teachers in Core Knowledge schools have found to engage their students in active learning of important knowledge: through

amatizations, art projects, writing workshops, collaborative learning groups, research projects, etc. Yes, children may occasionally memorize a poem or the Preamble to the Constitution—but these are valid learning experiences, which, in fact, children enjoy, and from which they get a sense of pride and achievement.

Behind the outcry against "rote memorization" lies a deep prejudice — a prejudice against fact. Many educators object to any curriculum that says, for example, that children should learn the seven continents, because that is "mere fact." To teach facts, they say, is to reduce education to "Trivial Pursuit." Granted, some facts are trivial. Who starred in "Car 54 Where Are You?" That's trivial. But, who was Dred Scott and what was the significance of the Supreme Court's Dred Scott decision? That's worth knowing: it gives you insight into the causes of the Civil War as well as historical perspective on race relations in the United States.

No one wants schools to think of curriculum solely in terms of facts. We also want—and students need—opportunities to use the facts, to apply them, question them, discuss them, doubt them, connect them, analyze them, verify or deny them, solve problems with them. All these activities, however, rely upon having some facts to work with. Without factual knowledge about an issue or problem, you can't think critically about it—you can only have an uninformed opinion.

Many teachers may not have learned much about Ancient Egypt or the Industrial Revolution or photosynthesis. So how can you put such content in a curriculum? You can't expect teachers to teach what they don't know.

Educators are fond of talking about preparing children to be "lifelong learners." Why don't we have equal confidence in our teachers as lifelong learners?

Schools that build a program on the *Core Knowledge Sequence*, many teachers express initial anxiety about having to prepare to teach topics they're unfamiliar with. But, once they make the effort (and it does take hard work), they often express tremendous enthusiasm and a rekindled love of learning, which carries over to their students.

A second-grade teacher at a Core Knowledge school in the South Bronx wrote to tell us that: Core Knowledge has made a major difference to my students and myself. I am very excited about teaching interesting subjects. The content is thrilling and fascinating for me as a person and a teacher. I feel that my interest and energy rub off on my students. They are "turned on" because I am "turned on." In addition, I have also developed a close working relationship with other teachers. There is congruence and unity among us. My students are learning high level concepts. They are being challenged and they love it!

Core Knowledge is just another passing educational fad.

There are plenty of educational fads around, with no grounding in solid research or real scholarship. Core Knowledge is not one of them. The idea behind Core Knowledge is supported by the top reading researchers in the nation: in the recent report called *Becoming a Nation of Readers*, they observe, "Even for beginners, reading should not be thought of simply as a 'skill subject.' It is difficult to imagine, for instance, that kindergartners could be called literate for their age if they did not know *Goldilocks and the Three Bears* or *Peter Rabbit*" (p. 61).

Perhaps the most important research attesting to the power of Core Knowledge is the long experience of educational systems in other countries — all of which teach a common core of knowledge — consistently rated as the best in the world both for excellence and fairness.

List of Textbooks

English/Language Arts

4th-5th Grade

Trophies/Harcourt

6th-8th Grade

Elements of Literature/Holt, Rinehart & Winston

Science

4th-5th Grade

Science/Harcourt

6th-8th Grade

Science Explorer/Prentice Hall

Math/Algebra

4th-8th Grade

Saxon Math/Saxon

Social Studies

4th-5th Grade

United States History/Houghton Mifflin

6th Grade

World History/Holt, Rinehart & Winston

7th Grade

Contemporary World History/McGraw Hill

8th Grade

SC-The History of an American State

Planning Tools

The planning tools that are utilized by MMBA listed below and a brief overview of each.

Day-by- Day Planner

The **Day-by-Day Planner** provides teachers with a comprehensive and explicit guide to implementing the *Core Knowledge Sequence* in their classrooms. The *Day-by-Day Planner* is only one of many possible ways to organize instruction but we think you will find it both convenient and time-saving. This *Planner* provides various levels of support for the implementation of:

Language Arts
History and Geography
Visual Arts
Music
Mathematics
Science

Core Knowledge Sequence

The essential document for any Core Knowledge teacher or school, the *Core Knowledge Sequence* provides a detailed outline of specific knowledge to be taught in grades K–8 in Language Arts, American and World History, Geography, Visual Arts, Music, Math, and Science. The content specified in the Sequence complements the general skills and objectives typically found in state and local curriculum guides. An introductory essay discusses the research and consensus-building efforts behind the Sequence and describes the basic steps of implementing a Core Knowledge school program.

Core Knowledge Sequence offers a Grade-by-grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a share core of knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know.

What Your ____ Grader Needs to Know

What Your _Grader Needs to Know covers the basics of language arts, history and geography, visual arts, music, math, and science for each grade level... A collection of American speeches, tales from around the world, math problems, and biographies of famous scientists add to the book's usefulness and enhance the pleasure of both adult and child as they work together.

In one convenient volume per grade — from What Your Kindergartner Needs to Know through What Your Sixth Grader Needs to Know — the seven-volume Core Knowledge Series provides parents, teachers, and children with an engaging, illustrated introduction to the important knowledge outlined in the *Core Knowledge Sequence*. Each book suggests related readings and resources.

South Carolina State Standards

The S. C. State Standards are primary focus of classroom instruction. The state standards guide the development of curriculum plans and lesson plans. MMBA has utilized the SC State Department of Education materials such as the Standards Implementation Guide, SC Department of Education Support Document and websites, and the ETV streamline website.

Technology

MMBA utilizes Smart boards, LCD Projectors, overhead projectors, laptop computers, desktop computers, scanners, audio cassette players, compact disc players and radios to enhance instruction within the school.

Supplemental Materials

State standards are vital and to produce a knowledge base for students, MMBA teachers have used the following materials as supplements:

SC PASS/PACT Coach books
Treasury of Literature Writer's Journal-Practice Book
Cousin by Virginia Hamilton
The Giver by Lois Lowry
To Kill a Mockingbird by Harper Lee,
State Newspaper

Supplemental Continued

Foss Kitts
SC Science Assessment
Pearson Learning Materials
Classroom atlas
Reconstructing America by Joy Hakin
Horizons by Harcourt
We the People by Harcourt Brace
A Celebration of Young Poets of NC/ SC by Creative Communication, Inc.
Houghton Mifflin Spelling by Houghton Mifflin
Comprehensive We Use by Rand McNally & Co.
Afro-American Folklore by Harold Courlander
From Slavery to Freedom by John Hope Franklin
Greek Mythology by Troll Associates
Large Print Word Finds by Kappa Books
Comprehensive Curriculum of Basic Skills
American Reader Activity by D.C. Heath
Comprehension by American Education Publishing
Language Arts Today by McMillan
Civil Rights in America by Creative Teaching Press
Favorite Greek Myths by Mary Pope Osborne
The Interactive Reader Plus by McDougal Littell

African-American Read Aloud Stories by Susan Kantor

Websites

www.mhkids.com

www.everbind.com

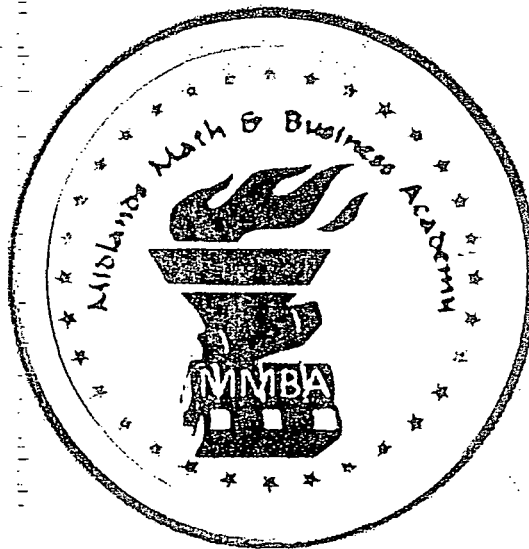
www.coreknowledge.org

www.teachnology.com

www.coreknowledge.org

Midlands Math and Business Academy
Data to Drive Instruction Strategies

September 2009



Mr. Gerald A. Jenkins
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Overview

Data Driven Instruction is an integral part of achieving higher levels of students' achievement. Growth is the overarching idea that fuels the 21st Century schools. We believe that Data Driven Instruction can increase student achievement by making sure that information is retained rather than instantaneously assessed.

At MMBA, Success Maker and Edutest have been a help in formulating a plan to increase students' knowledge base. Listed below are strategies that MMBA plans to implement in order to drive instruction using data.

At MMBA, we are going to dialogue about how we can better use data to drive instruction through grade level and inter-grade level collaborations. We will collect student data to make informed decisions for instruction and meet accountability standards. The results that are collected from the benchmark testing and Success Maker will be analyzed as a group. From this analyzing process we will identify target areas for improvements. Planning and adjustments in instruction will be done to address problems in the delivery or retention of state standards. The Math and Literacy Tutors will receive data to complete Student Improvement Plans (SIP). Student Improvement Plans are comprehensive in that they will include teacher input through dialogues and/or academic plans that are completed for students that were below basic on PACT. The SIPs will identify the weaknesses and strengths of a student and the strategies that will be used to address the student needs.

Effective strategies and any techniques that teachers have utilized will be shared. MMBA will celebrate successes in student achievement. Student progress should be celebrated and recognized. We have monthly success celebrations for our students.

Certificates will be given out with an explanation of their achievement. We, also, will have a special activity for students who show growth and progress based on goals set and test results.

Small group instruction will be a strong agent in helping our students to achieve academic growth. The small group instruction will lend itself to personalized instruction, at times.

The reports that are generated from Success Maker and the benchmark testing will be used to guide the instruction and it will serve as a driving force for the school. As the data is analyzed, instructional strategies will be adjusted. Just looking at data is not enough, formative assessments can be embedded in content lessons through a variety of activities from formal questioning to very informal assessing techniques. Focusing on using formative instruction in the daily reflection of ongoing content- particularly in spiraling or scaffolding content will ensure that all students are moving, even if at a different rate of speed.

The PASS test is a snapshot that the state takes of a school's effectiveness at teaching difficult educational concepts. Any information or developments pertaining to PASS will be shared with the faculty by ensuring students are receiving equal instruction in the same curriculum and teachers are instructing students with the same understanding of skills that will allow MMBA to better address the present student needs.

Summative assessments become celebrations of content mastery by giving the student proof of ability (builds confidence) and giving the teacher a baseline of what students' strengths and weaknesses are currently.

Effective implementation of Data Driven Instruction can increase student achievement by providing student buy-in if the assessment show them specifics they have mastered and specifics that are holding them back.

MMBA will work to cultivate a new culture of accountability in our school. Allow time for staff to review data and converse about the results. In an effort to create a "new culture of accountability", I will begin to employ a more "relaxed" environment where teachers feel more comfortable with discussing their successes or weaknesses. I will work extremely hard to have teachers reflect on their instruction as it relates to student success.

SUCCESSMAKER STRATEGIES

Individualized Instruction

SuccessMaker will offer individualized instruction at the level each student is ready to learn. The computer gauged questioning from below to above grade will make the MMBA staff, parents, and students aware of their present ranking. The level of ranking will not be too difficult or too easy for the student. The individualized instruction that SuccessMaker offers will enable the school to tailor the small group instruction to meet specific needs of the student population.

Lab Frequency

Each middle school student enrolled in SuccessMaker will use the program at least 4 to 5 times per week for at least 30 minutes. The elementary student will utilize Success Maker at least one hour per week.

Reporting

Recent updates of students' progress generated by the lab manager will keep MMBA parents informed.

The MMBA teachers, and Math and Literacy Tutors will utilize reports to make modifications to small group instruction and assign interventions and worksheets. In addition, they will evaluate students and class reports for the students' performance and acquisition level of skills.

The office of AARE will receive a Cumulative Performance Report at the end of every nine weeks.

Edu Test Strategies

Instructional Mechanisms

This test provides a variety of test covering three versions (pre-, mid- and post-test) of mathematics and reading assessments in grades 2-8. The number of test items per test ranges from 30-45 items per test depending on grade and subject. The Reading tests are based on the South Carolina English Language Arts Curriculum Standards. The Mathematics tests are based on the South Carolina Mathematics Curriculum Standards.

The core teachers will dialogue and review the reports. The administration, teachers and tutors will address the needs of the students to parents through conferences. The teachers will adjust their instruction and monitor the progress of the students. The reports will be submitted to the MMBA administrator, as well as, Richland One's AARE department.

Administrators Report

Administrative Assessments are used to assess multiple classrooms across our school. Administrative Assessment results are reports for the following types of assessments: Fixed Benchmark Tests and Administrative Create-A-Test.

Reports for these types of assessments are available at the classroom, and school level, providing administrators with data across their school. This data can then be used to align professional development resources and curriculum support and monitor student's progress. Teachers can use these reports to provide focused instruction based on student needs prior to the next assessment session.

Plato Edutest Assessment provides a number of Administrative Assessment reports for teachers and administrators that visually organize student results. Classroom Assessments are scheduled by administration and the lab manager from the Create-A-Test. The reports from this type of assessment contain a great deal of information, including the class mean score, item analysis, and a breakdown of student score by objective. Classroom Assessment results can be used by teachers to identify immediate instructional needs of the entire class, immediate instructional needs of specific students, and the success of recent instruction. Administrators can also access these reports to look at activity across classrooms between subsequent testing periods. Assessment reports are typically available within 2 hours of the testing period with a guaranteed availability of reports in 24 hours.

Midlands Math and Business Academy Professional Development Plan

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Overview

Learning never ceases for a teacher who is committed to providing excellent instruction. A craft has to be updated and enhanced. The craft of teaching is powerful, because it's personal, informative and enduring. Students benefit from teachers who are, themselves, still students. Teachers must continuously refine their instructive talents through meaningful coursework and seminars. Teachers must keep their minds fresh, their attitudes revived, and their empathy for students intact.

Learners cannot learn from teachers who have forgotten how to learn, and have detached themselves from the learning process. The administration at Midlands Math and Business Academy advocated quality professional development through Thursday afternoon meetings, through outside consultant who offer instruction in teaching methodology, and through numerous opportunities for faculty to attend professional conventions and curriculum development seminars. The teachers at MMBA will attend Richland One's professional development activities, South Carolina Department of Education, SCETV, in house Curriculum and Instructional Strategies, and any other seminars or workshops deemed appropriate and budget friendly. Many of the 2009-10 trainings will occur during teacher workdays and our Thursday meetings.

MMBA will embrace the South Carolina Professional Standards to guide the professional development for the faculty, to ensure the validity and reliability of the professional practices that teachers are asked to implement.

Rationale

The professional development plan for Midlands Math and Business Academy is structured upon an understanding of the student academic needs and the expressed interest of teachers. MMBA's expectation is for our teachers to provide instruction to students that will challenge their minds and tap undiscovered talents and/or skills. Special education, remedial, and above grade level students are all entitled to a well planned instruction from teachers who know their needs. Many of the in house training or meetings will be to discuss Improvement plans for struggling students and the intervention will need to be implemented. It is MMBA's intent to provide individual or small group instruction, as well as curriculum based. Our weekly meetings will be an opportune time for the administration to make plans to address student needs, analyze data, research and brainstorm best practices and colleagues will collaborate to enhance school academic performance. Through the Professional Learning Community that we are officially establishing, many of the teachers will share with their peers, and the PLC will help to maintain the support within their own community. Support from within our community will foster teacher networking, cooperation among colleagues and expansion of the teacher's effectiveness. Professional learning communities have been noted to enhance teacher's effectiveness thusly, benefiting students being served.

As teachers return from professional development experiences, they will share with the group the information they received.

valuation

The ADEPT and GBE observation tools will continued to be utilized as an observation tool for effectiveness of teachers. The teachers will write professional goals they desire to achieve and improvements that need to be made will be written in a plan that is devised by a team. Training, attending workshops, seminars and professional organization conventions, and development of our professional learning community will ensure a successful year at Midlands Math and Business Academy.

Class visitations will be used to write observations and to offer suggestions for continual improvement, as well as to celebrate classroom achievements.

In the 2009-10 school year, the goal of MMBA is to properly train its faculty in a learning focused environment and upon receiving the Making Middle Grades Work grant, a team will attend the summer conference.

Teachers will be trained in ***Making the Grade*** software for daily student attendance recording and input student grades.

Midlands Math and Business Academy

Professional Development Opportunities School Year 2009-10

The topics listed are the primary targets of discussion and training for each month listed. Any scheduled activities will be encompassing the chosen topic for the month. Other areas such as technology differentiated instruction, classroom management, instructional strategies, literacy across the curriculum, implementing standards and others will be intertwined in the listed topics. The faculty members will address some focal points in attending conferences and other professional related events and then report back to the group on a Thursday afternoon. All the topics below will include all staff members, unless otherwise noted.

August Review of Action Plan Long Range Plans Pacing Guides Core Knowledge	January Student Achievement/Progress Strategies for PASS Preparation
September Charter School Information Interdisciplinary Units Special Education Update MAP Orientation	February Review of Alignment of Core Knowledge/SC Standards Interdisciplinary Units
October Student Achievement/Progress Behavior Contract	March Student Achievement/Progress
November Character Education Customer Service Student Mentoring Interdisciplinary Units	April Strategies of PASS Preparation Interdisciplinary Units
December Review of Student Academic Plans	May Review of 2009-10 school year goals Setting of 2010-2011 school year goals

National Staff Development Council's
Standards for Staff Development (Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

South Carolina Standards for Professional Development Adopted March 2000

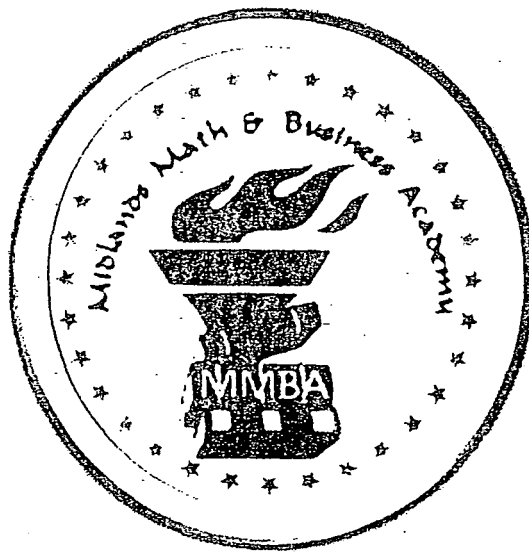
Effective staff development that produces results for adults and students addresses organizational culture, processes of adult learning, and content for learning.

The standards are divided into three categories:

- a. **Context** standards address the organization, system, and culture in which the new learning will occur and be implemented.
- b. **Process** standards refer to the design and delivery of staff development. They describe the processes used to acquire new knowledge and skills.
- c. **Content** standards refer to the actual skills and knowledge that effective educators need to possess to produce higher levels of student learning.

The reports from this type of assessment contain a great deal of information, including the class mean score, item analysis, and a breakdown of student score by objective. Classroom Assessment results can be used by teachers to identify immediate instructional needs of the entire class, immediate instructional needs of specific students, and the success of recent instruction. Administrators can also access these reports to look at activity across classrooms between subsequent testing periods. Assessment reports are typically available within 2 hours of the testing period with a guaranteed availability of reports in 24 hours.

Midlands Math and Business Academy
Past 5 years Professional Development Plan
2004-2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

ver the past five years, Midlands Math and Business Academy has covered a vast amount of information through Professional /Staff Development that directly focused on helping to achieve student learning goals and supporting student learning needs. MMBA has a long-term commitment that is a collaborative endeavor - teachers and administrators work together in planning and implementing. Many of the activities have been school-based and job-embedded.

Developing the knowledge and deep understanding of an educational practice, as well as the skill to use it effectively in the classroom, does not occur overnight. Commitment to sustained professional development is demonstrated by administrators who create supportive structures such as teams, devise schedules that provide staff members with development time, and place a priority on funding for professional development activities.

The content of our professional development program was heavily based on organizational needs. MMBA's focus circumference the following categories and the connections among them:

- Instructional leadership
- Instructional practices
- Assessment
- Curriculum development
- Understanding the learning process
- Enhancing learning within the school

IMBA was focused on helping to achieve student learning goals and supporting student learning needs. There were many workshops and training sessions that were held in the area of curriculum development. An Awareness of the Core Knowledge and the researched effects that it has on schools was embedded in every school year. Many of the Curriculum Development workshops were conducted by the trained professionals of the Core Knowledge Foundation. Local resources were utilized such as SCETV, The South Carolina Arts Commission, The South Carolina Public Charter School Association, South Carolina Department of Education and others.

A collaborative endeavor - teachers and administrators work together in planning and implementing. Involving teachers in identifying specific needs for professional development and how they might best be met, and in designing professional development activities, enhances teachers' sense of ownership and professionalism. For example, teacher-leaders were asked to facilitate workshops for colleagues on specific instructional strategies they have researched and implemented in their classrooms. MMBA teacher-leaders conducted model lessons on smart boards using LCD projectors. Consultants from Gateway conducted training for teachers on the use of laptops and smart boards and its capabilities.

The collaborative planning fostered learning together as we did the following:

- Plan curriculum units, or lessons including classroom-based assessments
- Examined student work
- Examined test scores
- Plan use and evaluation of instructional practices
- Develop student tutorial program using student data
- Faculty/team meetings

MBA has conducted School-based and job-embedded professional development activities. Professional development has taken place in many different situations: during teacher planning, in grade-level meetings where teachers reflected together on their work, and problem solve together. Interdisciplinary Units were developed within these settings during and after school.

Effective programs acknowledge that teachers, like their students, are at different levels of readiness and have varied interests and preferred ways of learning. To meet these varied needs, professional development is flexible and approached in several ways, such as whole-staff workshops and mini-workshops. While a whole-staff workshop is often used as a starting point to establish a common base of knowledge, it can also be viewed as a way to help each of the teachers to identify specific instructional strategies, or areas of interest that they would like to pursue in more depth.

Note: Many of the workshops mentioned in this document occurred within the last two years.

Midlands Math and Business Academy

Teacher Qualifications

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

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Overview

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Non-certified Teachers

Certification Status

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Teacher Turn-over Strategies

Overview

MMBA is committed to provide the best education possible to student. MMBA is fortunate to have a staff of talented professionals. The staff listed below has been loyal to the school and we are grateful to have each of them. MMBA believes that it is a powerful element to have a staff that believes in their place of employment.

MMBA entered into an Action Plan issued by Richland One to ensure the quality of education being rendered to the students that are being served. The first required piece of information requested is **Section V. Teacher Certification, Evaluation and Turn-over Strategies.**

Staff Certification

As requested, all the teachers names, certification numbers and the subject taught are listed.

Name	Certificate #	Exp. Date	Subject
James H. Baker III	54094	6/30/2009	Soc. Stud.
Esther Ephraim Etokitiot	217980	6/30/2009	Science
Gloria Smalls Garmany	81234	6/30/2010	ELA
Virginia C. Sanderson	116780	6/30/2012	ELA
Elsie P. White	59232	6/30/2012	Spec. Ed.
Yvonne White	170474	6/30/2013	Elem.
Rosetta S. Roberson	079235	6/30/2009	Math
Erin Elizabeth Fisher	235551	6/30/2010	Elem.
Melanie W. Howard	166080	6/30/2013	Elem.
Sheyrian P. Davis	97491	6/30/2009	Curr. Coord.
Eleanor Harris	100349	6/30/2009	Curr. Coord.
Reginald E. Flenory	230299	6/30/2009	Principal/Teacher
Lelia Joy Glover	213799	6/20/2009	Spanish
Bernice White	N/A		Math
Gerald Jenkins	N/A		Business

Highly Qualified Status

The English/Language Arts, Social Studies, and Science teachers at MMBA are Highly Qualified.

Non-Certified Teachers

We are still in compliance with the S.C. Charter School Law that states the teacher must hold a bachelor's degree in the area and demonstrate content knowledge for the core academic subject taught. Bernice White, a math teacher, does satisfy these qualifications.

Gerald Jenkins is a certified Career Specialist, with the Center for Credentialing and Education. Gerald Jenkins certification number is GCDF09772.

Certification Status

MMBA does comply with the charter school law, in regards to the 75 percent of the teaching staff within the charter school must have full certification. MMBA has 83 percent of its staff certified.

Teacher Improvement Plans

Currently, there is not a teacher at MMBA on an improvement plan.

Teacher Turn-over

Over the past two years, only 2 teachers have resigned from their position. The teachers' names, year of exit and subject taught are listed below as requested.

Name	Year of Exit	Subject Taught
Gayle Faust	2007-2008	Elementary Teacher
Ishmael Brown	2008-2009	Math

Midlands Math and Business Academy

School Leadership

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

VI. Leadership Strategies

Item 1

Provide to Richland One's Charter School Liaison a list of school administrators and years each served in his/her positions over the past 5 years.

MMBA opened its doors to serve students in the 2004-2005 school year. As requested, MMBA is providing Richland One with a list of administrators and the years each served in his/her positions over the past 5 years.

Years of Service	Name of Administrator
2004-2008	Michelle Spradley
July-October 2008	Bernetta Dinkins
October-Present	Reginald Flenory
Beginning in May	Gerald Jenkins

Item 2

Provide to Richland One's Charter School Liaison a list of administrators to include position title, and certification credentials for each administrator for the 2009-2010 school year.

Administrator Title	Certification Credentials
Principal-Reginald Flenory	Certified in School Administration
Interim Principal-Gerald Jenkins	4 years of Supervisory Experiences, Certified Career Specialist, SC Department of Education Leadership Institute

*Change to above Information

-Gerald Jenkins replaced Reginald Flenory as Principal of MMBA in September, 2009.

-Patricia Ward served as Assistant Principal from July, 2004 – July, 2005.

Midlands Math and Business Academy

Facilities Strategies

September 2009



Mr. Gerald A. Jenkins
Interim Principal

Dr. Percy Mack
Superintendent, Richland One School District

The current facility that Midlands Math and Business Academy is housed in is located in the Children's Center Plaza a 2638 Two Notch Rd Suite 204 and it is 11,000 square feet. The enrollment of the school is 119 children through grades 4-8. The overarching facilities needs of MMBA remains to be more square footage. It would be great to have a larger facility for the staff and students of MMBA.

MMBA needs a multipurpose room. Currently, we must rent facilities in the Columbia to accommodate activities that warrant large crowds. We would like to have a consistent centralized location that we may be able to host Awards Ceremonies, Graduation Ceremonies and school-wide assemblies. It would be convenient for parents to be able to come to the school for special school activities. We have been fortunate to have parents within our school who were considerate enough to adjust and remain positive.

This multipurpose room will also serve as a cafeteria for our students. The students are currently eating in their classroom and we would like to provide them more space.

MMBA is also in need of a conference room to hold meetings, training and other activities for small groups of people. There is no conference room in the building we currently occupy, and a space designated for these types of purposes would be beneficial.

MMBA has used the facility it has now for over 5 years and would like to expand its program and add other amenities such as space for parent meetings, student clubs and other activities. We are currently using the classrooms for many of these activities. Many of these activities call for tables and chairs and not student desk. We would like to have the added convenience of scheduling a meeting and not have to break down a room, setup for an activity and brake down the room again and set the classroom back up again. It is a very tedious task, but if we had a space designated for such activities, it would allow for an easier setup for the activities.

Each year we have a science fair for 4-8 grade students. Each student is required to participate with an exhibit. Due to the lack of a large room to display the exhibits, the science exhibits are placed along the hallways. Sometimes these exhibits are damaged due to movement through the hallways.

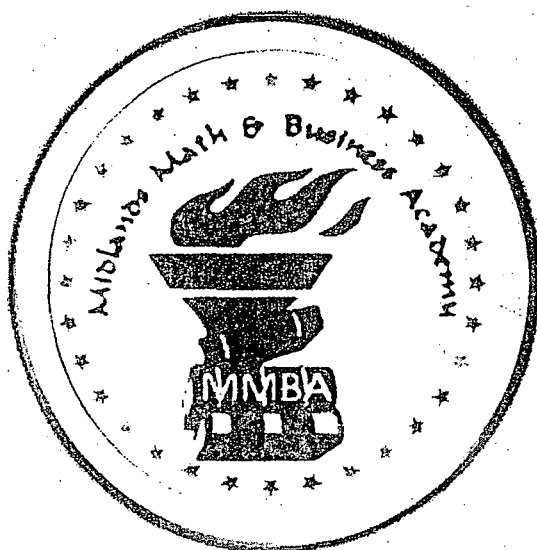
MMBA also sponsors an African American Jingo night, and Math Family Night each year. The participations at these events are tremendous. Many of our parents, students, and other visitors do not get to participate in all of the events due to lack of space.

We would appreciate the district's assistance for a temporary solution until a permanent resolve can be obtained.

Midlands Math and Business Academy

Instructional Technology Services Strategies

September 2009



Mr. Gerald A. Jenkins
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Instructional Technology Services and Strategies

Instruction is the meat of the meal planned for the schools. Instruction and its delivery is the mechanism by which schools are judged. At MMBA, we are strong advocates for technology in the classroom and adding into our program to enhance learning. MMBA is committed to strengthen its teachers and students to be able to compete locally, as well as, globally. The Action Plan asked for specific information concerning books, technology hardware, equipment and online databases and resources. We have completed a list of items in this document. Any information related to instructional technology strategies that are available and MMBA is not implementing, we are willing to receive the training, information and any resources that are available.

Informational text and library

This is a list of the information text and library items on hand at MMBA. The books are selected by the Administrator, Curriculum Resource Teacher, and the Core Knowledge Coordinator and a teacher.

Materials are selected to support the curriculum and instructional program of the school as well as the needs and interests of all patrons (i.e., students, teachers, administrators, and support staff).

Criteria for Selection

The following criteria are recommended as a guide to selecting the best resources for the library media center:

- literary and artistic excellence;
- lasting importance or significance to a field of knowledge;
- support of the curriculum and the educational goals of the school;
- favorable reviews found in standard selection sources;
- favorable recommendations by educational professionals based on preview and examination of materials;
- reputation and significance of the author, illustrator, or publisher;
- timeliness of the material;
- contribution to the diversity of the collection on controversial issues;
- contribution to multicultural awareness;
- appeal to the library patrons;
- suitability for intended use; and

Selection Process

MMBA administration will solicit requests and suggestions from all members of the educational community—students, parents, teachers, and administrators. Reviews will be collected for titles under consideration. As far as possible, MMBA will request preview copies for examination prior to making a final decision on any particular title. Weeding of the collection to remove materials that are outdated or no longer appropriate is a part of the selection process to ensure that the collection is as current as possible and continues to meet the information and recreational reading needs of all patrons. All donated materials will be subject to the same selection criteria as purchased materials.

Informational text and library:

Core Knowledge Sequence
What a Grader Should Know
Core Knowledge K-8 Guide
Supplementary Reading materials on grade level
(Grades 4-8)
Sets of Novels (Grades 4-8)
State Adopted Text (ELA, Social Studies, Science)
Saxon Math
PACT Coach on core subject (4th - 8th)
Symbols of American Money
Benjamin Franklin and the Birth of a Paper Money Economy
Glencoe Spanish Textbook
Saxon Pre-Algebra, Algebra
Merrill Geometry
Spanish-English dictionary
SAT -Prep materials
Decisions for Health on various grade levels
Saving Fitness a Guide to Your Money and Your Financial Future
Money, Banking and Monetary Policy by Federal Reserve Bank of Dallas
The Wall Street Journal
Intermediate dictionary
School dictionary
Children's Thesaurus
REA's Flashcards for Spanish
American Heritage dictionary
The New Dictionary of Cultural Literacy
Highlights for children
Reading Comprehension skill cards
Corrective Reading Kits
Reading Novels/Below-Level books

Library Collections:

Biography
Geography
Non-Fiction
SAT Study Guide
Poetry
Sports
Fiction
Dictionaries
Encyclopedias,
Newspaper
The Wall Street Journal
Education Week

SA Today
Big Books
Computers

Budgeting

MMBA has budgeted \$1,500.00 for this school year to add materials to the Media and Tutoring Center.

Technology Hardware

MMBA has two computers in everything classes that are Crestview, IBM, and Acer. Those computers are about 10 years and were donated to MMBA in its first year. MMBA has 25 Toshiba laptops that are 2 years old and 10 Gateway Tablets that are 3 years old. During the 2008-2009 school years the MMBA Governing Board budgeted \$20,000.00 for computer upgrades in the school. There are 25 Acers desktops that are being delivered to MMBA for the computer lab. The replacement schedule for computer is 3-5 years or as funding is available. Technology advances will be taken into consideration within the replacement schedule. MMBA's internet provider is AT&T.

Equipment

- MMBA uses the following equipment to support instruction:
- Computers
- Laptops
- Overheads Projectors and Screens
- Dry Erase boards
- Smart boards
- LCD Projectors
- Television
- VCRs
- DVD players
- Tape player
- CD Players

Online Databases and Resources

MMBA uses the following databases:

- Discus
- Eric

MBA will be using the following documents from S.C. Department of Education to guide the development and sustainability of its Media and Tutoring Center. Other recommended policies and guidelines will be added as awareness develops within Library Science area. All of the following items will not be implanted within this school year, but priority leveled items will definitely receive precedence.

- Library Media Center Facilities Guidelines
- Policy and Procedures Manual Template
- Student Access to Resources and Services in South Carolina School Library Media Centers
- Virtual Middle School Libraries

Appendix A

SACS Accredited Schools
Minimum Staffing Requirements

Elementary Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-263	.5	0
264-439	1	0
440-659	1	.5
660-879	1	1
880-1099	1	1
1100-1319	1	1
1320+	1	1

Middle Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-249	.5	0
250-499	1	.5
500-749	1	1
750-999	1	1
1000-1249	1	1
1250-1499	1	1
1500+	"One (full-time equivalent staff member shall be added where needed for each additional 250 students over 1500." <i>This does not mandate or guarantee that an additional person will be added to the library media center staff.</i>	

South Carolina Minimum Staffing Requirements

School Administrations Guide: Statutes and Regulations

(Applies to all schools that are not SACS accredited)

Elementary Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-400	.5	0
401-750	1	0
750+	1	1

Secondary Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-400	.5	0
401-750	1	0
750+	1	1

Appendix B

MMBA

Collection Development Questionnaire

We would appreciate your taking a few minutes to complete this questionnaire and return it to the CRT. As we make plans for new acquisitions to the library media center resource collection, we need and value your input. Your responses to this questionnaire will give us the information necessary to continue building a collection of materials that will support your instructional program and meet the information needs of your students.

Name: _____

Subject and/or grade(s) taught: _____

- Please list the topics, themes, and/or concepts that you will be teaching this year that have a research component. Please rank these in priority order (with 1 being the most important).

1. _____
2. _____
3. _____
4. _____
5. _____

- Please list the book reports (genre, theme, or topic) that you will be assigning this year. Please rank these in priority order (with 1 being the most important).

1. _____
2. _____
3. _____
4. _____
5. _____

- From the information you included in your long-range plans about your students' interests, what recreational reading areas (genre, theme, and topic) most interest your students? Please rank these in priority order (with 1 being the most important).

1. _____
2. _____
3. _____
4. _____
5. _____

Please list the titles of any specific books that you would like to see added to the general resource collection. Please include the author's name, if known.

1.

2.

3.

4.

5.

- Are there any topics that you would like to see more resources on in the professional collection? Are there specific titles that you would like to see added to the professional collection?

1.

2.

3.

4.

5.

- Are there any other resources (e.g., CDs, DVDs, videotapes, magazines) you'd like to see added to the library media center resource collection?

1.

2.

3.

4.

5.

Appendix C

MMBA

Guidelines on Weeding

Why Weed

- To remove outdated, obsolete items and make room for newer more valuable items
- To make the library more user friendly
- To strengthen the collection in support of the classroom curriculum
- To remove the illusion of a well-rounded, well-stocked collection

How to Weed

- Identify a target circulation date (e.g., two years, five years).
- Identify a target copyright date, either a general copyright date or dates specific to Dewey areas (e.g., Fiction, 20 years; 600s, 3 years).
- Pull materials for further evaluation.
- Identify other items that meet the subjective criteria (e.g., condition, format, content).
- Include lead teachers, department chairs, and so forth, to evaluate the identified materials and assist in final determination.

What to Weed

SUBJECTIVE CRITERIA

Physical Condition

- Pages torn
- Book covers torn—not repaired or not repaired appropriately
- Ragged bindings, poorly repaired bindings

Content

- Out-of-date
- Trivial subject matter or approach to subject matter
- Inaccurate information (*Misinformation is worse than no information!*)
- Newer editions available
- Not on a standards list
- Not circulated
- Not used for reference
- Unneeded duplicate
- Biased, depicts inappropriate stereotypes
- Interest or reading level inappropriate for student body

OBJECTIVE CRITERIA

- Exceeds target copyright date
- Low circulation rate



To: Members of the Board of School Commissioners

From: Mack L. Ouzts *MLO*
Director of Classified Employment Services

Subj: District Calendar for 2010-11

Date: November 13, 2009

The attached calendar will be presented to the Administration and Curriculum and Instruction Committees of the Board of School Commissioners as an action item. It will also be presented to the Facilities and Finance Committee as an information item.

The intention is to bring the calendar to the full board for first reading approval on November 24, 2009.

Enclosure

Dr. Percy Mack
Superintendent

Richland County School District One

**Staff Review and
Recommendations for
Midlands Math and Business Academy (MMBA)**

PRESENTATION TO THE BOARD OF COMMISSIONERS
TUESDAY, NOVEMBER 24, 2009

Administration's Major Findings

Midlands Math and Business Academy (MMBA)

has:

- ☐ committed material violations of the conditions, standards and procedures in the charter application, and
- ☐ failed to meet or make reasonable progress as defined in the charter application toward pupil achievement standards.

Summary of Violations to the Charter Agreement

Material Violations of Charter Agreement – Curriculum and Standards

- **MMBA Charter states:**
 - All curriculum will be based on South Carolina standards for all disciplines.
 - A rigorous and challenging curriculum that ensures mastery of basic skills will be used by MMBA.

Administration's Findings

- ❑ June, 2009 data analysis shows state objectives were not met by students.
- ❑ The ELA, Math and Science curricula are aligned to outdated standards.
- ❑ MMBA's use of the Core Knowledge curriculum is not aligned to S. C. standards.
- ❑ Support materials used for math focus on skills and not on processes or concepts.
- ❑ Pacing guides and lesson plans are driven by topics rather than standards and indicators.
- ❑ Some standards are not addressed in instruction and many indicators are not addressed at all.

Material Violations of Charter Agreement – Classroom Instruction

- ❑ **The MMBA Charter states:**
 - ❑ All instruction will be based on S. C. standards.

Administration's Findings

- ☐ Standards and indicators for lessons were not evident during classroom observations.
- ☐ There were very few supplemental materials/resources available. Those that were in evidence were outdated.
- ☐ The predominant instructional strategies in evidence were lecture and the use of worksheets rather than authentic instructional activities.
- ☐ There was a lack of rigor in the curriculum and in instruction.

Other Material Violations of Charter Agreement

Teacher Qualifications

- ☐ **MMBA Charter states:**
 - ☐ Special education teachers will be highly qualified.
- ☐ **Administration's Findings**
 - ☐ The special education teacher is not highly qualified.

Other Material Violations of Charter Agreement

Special Education

- **MMBA Charter states:**
 - MMBA will comply in all areas of IDEA and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
 - MMBA will employ at least 2 full time certified special education teachers.
- **District Findings**
 - MMBA failed to meet federal and state IEP guidelines regarding student progress reports.
 - MMBA failed to meet professional development standards for special education teachers.
 - There are not 2 full time certified special education teachers on staff.

Failure to Meet Pupil Achievement Standards

- **MMBA Charter states:**
 - Adequate Yearly Progress (AYP) will be met each year.
 - At the end of the 2003-04 SY the number of students meeting standards will increase by 20.6% in ELA and 21.15% in math.
 - The number of students meeting standards will increase by the same percentage every three years until SY 2013-14 when 100% of students will meet standards.

Administration's Findings

- ☐ MMBA has not met Adequate Yearly Progress (AYP) for the last five years.
- ☐ Student performance has not increased as stated in the charter.
- ☐ Student achievement is below the district's achievement levels.

Administration's Recommendation

- The Administration recommends that:
 - ☐ Pursuant to Section 59-40-110 of South Carolina Charter School Act, The Richland One Board of School Commissioners notify the governing board of MMBA in writing of the Board's intent to revoke the MMBA charter.
 - ☐ This action will be effective on the last day of 2009-10 SY, provided that the school works with district personnel to comply with recommendations.

Administration's Recommendations

- The recommendations concern the implementation of instruction, curriculum, special education and the appropriate utilization of resources, and that there are no additional material violations of the charter agreement.
- It is also the Administration's recommendation that the Board, however, does reserve the right to revoke the charter at any time after the 60 day notification period, if it deems appropriate.

Summary of Reasons for Revocation of Midlands Math and Business Academy (MMBA) Charter

Pursuant to Section 59-40-10 of the South Carolina Charter Schools Act, Richland County School District One is required to revoke the charter for Midlands Math and Business Academy because MMBA has committed a material violation of the standards provided for in the charter application, and has failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application. Evidence for each of these actions is as follows:

I. Failed to meet or make reasonable progress as defined in the charter application toward pupil achievement standards identified in the charter application

A. MMBA Charter

- "MMBA's intent is to make sure that all of our students leave middle school with the knowledge base of at least a high school sophomore." (p.9)
- "The entire student population and specific subgroups of MMBA will meet the adequate yearly progress goals each year." (p. 27)
- "In the area of student achievement, MMBA's charter stated that student's will be proficient in all areas of the Palmetto Achievement Challenge Test (PACT) by 2014 according to the following timeline: "At the end of the school year 2003-2004, the number of students meeting standard will increase by 20.6% in ELA and 21.15% in Math... After the first year, the number of students meeting standard will increase by the same percentage every three years until the school year 2013-2014, when 100% of students will be meeting standard."

B. Evidence

The five year MMBA student achievement data was shared with the Board of School Commissioners in June, 2009. Dr. Jennifer Coleman concluded in her analysis that the students have failed to make adequate student achievement gains. The data report shows that MMBA has not met the achievement objectives outlined in the original contract, student achievement is below the district's performance scores, and MMBA has failed to meet AYP each year.

A copy of the student data analysis for MMBA is included in the MMBA ACTION PLAN Implementation Status Report on pages 29 to 38.

II. Committed a material violation of the standards provided for in the charter application

A. Curriculum and Standards

1. MMBA Charter

- "All curriculum and projects will be based upon the South Carolina Standards for all disciplines. Many Internet projects will be based upon stringent National Standards as well; therefore, objectives will be met for state requirement." (p.9)
- "The teachers of MMBA will provide instruction to students based on the South Carolina Academic Standards for all subjects. These standards identify the goals that our students will achieve in each subject area at each grade level." (p. 10)
- "One objective of MMBA is to provide our students will a rigorous and challenging curriculum that would ensure mastery of basic skills concepts." (p. 9)

2. Evidence

a) The data analysis of MMBA's past 4 year PACT scores that was completed in June, 2009 (pp. 29-38), shows that objectives were not met for state requirement. Additionally, a review of the written curriculum by the C&I staff showed the following:

- The ELA, Math, and Science written curricula are aligned with outdated standards.
- The Core Knowledge curriculum used by MMBA is not aligned with current S.C. Standards, and there are no specific lesson plans and resources to address multiple gaps in the curriculum.
- Support materials for math focus on skills rather than math processes or development of concepts, while supplemental technology resources for math (i.e., software, websites) were not available.
- The pacing guides and daily lesson plans contain topics, not standards and indicators. Student expectations are not included; thus, there is no direct connection between learning and standards.
- Some standards are not addressed at all, and many indicators are not addressed.

b) Classroom observations by district staff members showed the following trends in instruction:

- Standards/indicators for lessons are not visible nor are they evident during lessons

- Very little and outdated supplemental print resources in classes
- Worksheets and lecture are predominant instructional strategies
- Lack of rigor
- Little differentiation
- Lower level of Bloom's taxonomy

c) Student resources are inadequate to support a strong literacy program as evidence in the absence of a comprehensive school library and in the absence of adequate classroom print resources (see pp. 63-66) MMBA ACTION PLAN Implementation Status Report.

B. Teacher Qualifications

1. MMBA Charter

- "All special education teachers will meet the certificate requirements of the No Child Left Behind Law." (p. 19)

2. Evidence

The present special education teacher is not "Highly Qualified".

C. Administrative Staff

1. MMBA Charter

- "Director/Lead Teacher Qualification: Must hold current South Carolina Teaching Certification or an Educational Administration Certification"..." (p.18)

2. Evidence

The director of MMBA does not hold a S.C. Teaching Certificate or an Educational Administration Certificate.

D. Special Education

1. MMBA Charter

- "In order to comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, MMBA will work collaboratively with Richland School District One in serving all students with special needs." We will employ at least two full-time certified Special Education Teachers... Any services that we cannot provide, we will contract with Richland One, Department of Social Services, or private, licensed individuals." (p. 11)

2. Evidence

A status report of the special education services at MMBA was provided on 10/26/09 by Richland One's Executive Director of Special Education. The full report (pp. 55-59) documents the failure to meet federal guidelines in the following areas:

- "Highly Qualified" teacher qualification
- Failure to meet federal and S.C. IEP guidelines regarding student progress reports

**MMBA Charter School
Revised Curriculum Information
November 2009**

0205

English-Language Arts

- No correlations provided for 4th grade ELA in Appendix A. Only partial correlations were provided for 5th grade.
- Grade 4 Pacing Guide: Of the 42 indicators listed, only 8 are correlated the Core Knowledge.
- Grade 5 Pacing Guide: Of the 43 indicators listed: 30 are not aligned, 11 are partially aligned and 2 were not addressed.
- **Grade 6**
Of the 44 indicators, Core Knowledge aligns to 8 indicators. There is no alignment to 36 indicators.
- **Grade 7**
Of the 41 indicators, Core Knowledge aligns to 9 indicators. There is no alignment to 32 indicators.
- **Grade 8**
Of the 40 indicators, Core Knowledge aligns to 9 indicators. There is no alignment to 31 indicators.

ROA 430

Mathematics

- No correlation is shown between Core Knowledge and the SC Standards for the grades 4-8 math process standards/indicators. It is noted that the process standards/indicators should be taught all year. Process standards/indicators outline the effective processes through which students learn and apply math. The process standards should be incorporated into instruction and assessment of student learning of the content standards/indicator.
- Pacing guides indicate when specific indicator will be taught, but provides no correlations or alignments for any of the fourth grade indicators. There are no indicator specific correlations for grades six, seven, and eight. Thirteen of the thirty-three fifth grade indicators are identified as having some correlation to Core Knowledge. Concern is with the level of instruction as indicated by the verb in the SC indicators when compared to the Core Knowledge objective (i.e. 5-2.8 Generate strategies to find the greatest common factor and the least common multiple of two numbers as compared to Core Knowledge objective - Determine the greatest common factor and least common multiple of a given number.)
- Pacing guides clearly show pacing of instruction, but does not show correlated resources to plan and implement instruction.

Science

- 4th grade – 29 Core Knowledge Pacing Guide indicators are NOT aligned out of 37 state indicators
- 5th grade – 30 Core Knowledge indicators are NOT aligned out of 34 state indicators
- 2 FOSS kits are aligned (1 in each grade level) - 4th grade only aligned to 5 state indicators. 5th grade kit is aligned with 8 state indicators. (Need more inquiry-based, research-based kits.)
- The kits listed for Grades 6, 7 and 8 are not titles to specific kits they are only topic titles. There were no kits with these titles, on the state list for alignment with Middle Science academic standards.
- As outlined in Appendix B of the Science Pacing, there is approximately 92% no correlation alignment of Core Knowledge with the Academic Indicators for Grade 6 Science. There is no correlation with Standard 6-1, Standard 6-2, Standard 6-3 and Standard 6-4 as stated in the pacing guide. Only 3 indicators in Standard 6-5 are aligned with Core Knowledge.
- As outlined in Appendix B of the Science Pacing, there is approximately 94% no correlation alignment of Core Knowledge with the Academic Indicators for Grade 7 Science as stated in the pacing guide. There is no correlation with Standard 7-1, Standard 7-2, Standard 7-3 and Standard 7-4. Only 2 indicators in Standard 7-5 are aligned with Core Knowledge.
- As outlined in Appendix B of the Science Pacing, there is approximately 81% no correlation alignment of Core Knowledge with the Academic Indicators for Grade 8 Science. There is no correlation with Standard 8-1, Standard 8-2, Standard 8-3 and Standard 8-4 as stated in the pacing guide. Only 4 indicators in Standard 8-5 and 5 indicators in Standard 8-6 are aligned with Core Knowledge.
- Appendix C does not address the lack of correlation alignment as stated in the pacing guide.
- The assessment that is mentioned as aligned is vague and not specific. It lists a textbook publishing company and the same general terms of assessment utilization.
- The inventory list that is attached is not inclusive of basic as well as grade level specific tools needed.

Social Studies

- **Grade 4**
Of the 38 indicators, Core Knowledge aligns to 9. There is no alignment to 29 indicators.
- **Grade 5**
Of the 40 indicators, Core Knowledge aligns to 6. There is no alignment to 36 indicators.
- Only partial alignment exists between some of the “aligned” 4th and 5th grade indicators.
- **Grade 6**
Of the 32 indicators, Core Knowledge aligns to 3 indicators. There is no alignment to 29 indicators.
- **Grade 7**
Of the 38 indicators, Core Knowledge aligns to 1 indicator. There is no alignment to 37 indicators.
- **Grade 8**
Of the 39 indicators, Core Knowledge does not align to any indicator.

MMBA ACTION PLAN
Implementation Status Report
November, 2009

Curriculum and Instruction

0210

ROA 435

I. Curriculum and Instruction

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's Curriculum staff a copy of the core knowledge curriculum for each of the 4 core subjects at each grade level. MET	1a. Audit curriculum to determine alignment with academic standards COMPLETED 1b. Provide feedback/recommendations to MMBA COMPLETED
2. Provide to Richland One's Curriculum staff a listing and/or sample copies of books, planning tools, lesson guides, technology and other supplemental materials that are used to support the curriculum or fill in curricular gaps. MET Even though, MMBA provided list of resources, the list did not prove adequate enough to fill in the curricular gaps.	2. NA
3. Submit to Richland One's Curriculum staff copies of pacing guides for all core subjects. NOT MET Pacing guides submitted were incomplete; did not include student outcomes.	3. Provide written critiques of curriculum pacing with recommendations. COMPLETED
4. Ensure that a weekly teacher lesson plan for each core subject and grade level is available for each class each day. Provide to Richland One's Curriculum staff a sample copy of the school's lesson plan format NOT MET Examples of daily planning tools were available; however, teacher lesson plans were not always available for each class each day, and were most often incomplete	4a. Review for alignment of indicators, instructional components and assessment key practices. COMPLETED 4b. Provide feedback/recommendations to MMBA COMPLETED

0211

ROA 436

I. Curriculum and Instruction (Continued)

C. MMBA	D. DISTRICT STAFF
5. Submit to Richland One's Curriculum staff a copy and/or information of the various types of assessments (summative and formative) used school-wide. MET	5a. Determine alignment to academic standards. COMPLETED 5b. Provide feedback/recommendations to MMBA COMPLETED
6. Submit a comprehensive plan to Richland One's Curriculum Staff that includes objectives, strategies, and timelines for addressing curriculum gaps based on C&I feedback NOT MET As of 10/29/09, the plan was not submitted.	

*Summary of district findings

ELA

- The written curriculum is aligned with outdated (2006) S.C. ELA standards.
- The Core Knowledge curriculum used by MMBA is not aligned with current S.C. Standards, and no specific lesson plans and resources to address multiple gaps in the curriculum were provided.

MATH

- Core Knowledge curriculum is aligned with outdated S.C. State Standards, and the main student text, Saxon Math, is not on the 2009 list of recommendations. Listed support materials include a collection of workbook pages that focus on skills rather than math

processes or development of concepts, while supplemental technology resources for math (i.e., software, websites) were not available for review.

- The pacing guides and daily lesson planners contain topics, not standards and indicators. Student expectations are not included; thus, there exists no direct connection between learning and standards.

SCIENCE

- The Core Knowledge Science curriculum is not aligned with current standards. It is aligned with the 2000 standards.
- Main textbook used does not address all of the science indicators or the intent of the indicators.
- Pacing guides do not include indicators; thus, plans are void of student expectations.
- No indication of use of microscopes and probes

SOCIAL STUDIES

- MMBA is using the current and correct (2005) state standards in grades 4-8.
- The specific indicators are not addressed; rather, broad content standards are paired with loosely matched topics and listed as correlations.
- Some standards are not addressed at all, and many indicators are not addressed.

*Complete staff reports are available at the end of this section.

Midlands Math and Business Academy (MMBA)

Curriculum Strategies

Feedback and Recommendations

4th & 5th English Language Arts

August 2009

0214

Findings	Feedback	Recommendations
Core Knowledge® Alignment to SC State Academic Standards		
The SC ELA Standards included with the Alignment of <i>Core Knowledge® Sequence</i> for 4th and 5th grades are outdated. The Core Knowledge Sequence is very limited. The skills focus mainly on Writing, Grammar, Usage and Reading Comprehension for Literary Text. There are no distinctions made between skills and concepts for literary and informational texts. The resources/texts listed in the Core Knowledge Sequence provides for literary texts only. There are no indications for informational texts. There are significant curriculum gaps for the reading standards listed and Core Knowledge Sequence for 4th & 5th grades. An alignment between the 2006 ELA Standards (outdated) and Core Knowledge Sequence was provided for Writing, Grammar and Usage. The demand of the expected learning	An accurate evaluation of the alignment of the ELA Standards and the <i>Alignment of the Core Knowledge Sequence</i> could not be done because of the outdated standards. The 2006 SC State Standards are no longer used. The 2008 SC ELA Academic Standards should be utilized for instruction and assessment. The 2006 Standards skills and concepts were written in strands. The 2008 ELA Standards focuses on six broad standards; Reading (<i>Understanding and Using Literary Texts and Informational Texts</i>), Building Vocabulary, Developing Written Communications, Producing Written Communications in a Variety of Forms, and Research (<i>Applying the skills of Inquiry and Oral Communications</i>). The state assessment (PASS) is based on the 2008 Academic Standards. It is vital that teachers utilize the 2008 SC ELA Academic Standards for instruction and assessment. Significant changes for student learning were made with the 2008 standards. Specifically, Standard 2; Informational Text	To ensure an accurate alignment of the 2008 SC ELA Academic Standards and Core Knowledge Sequence: • Provide 4th & 5th grade teachers a copy of the 2008 SC ELA Academic Standards and Support Documents. These can be accessed on the SC Department of Education website. • Request a <i>Core Knowledge® Sequence</i> that is aligned with 2008 SC ELA Academic Standards or utilize another curriculum that is aligned to the 2008 SC ELA Academic Standards. • Conduct an alignment of the 2008 Standards and the Core Knowledge Sequence to ensure alignment. • Identify curriculum gaps and secure resources and materials to fill the gaps. Request Core Knowledge® Sequence or an alternate resource for reading skills and concepts statements of expected learning outcomes.

ROA 439

outcomes (indicators) varies significantly between the 2006 and 2008 Standards. The Revised Bloom's Verbs dictates the rigor and level of thinking required for learning.	was added (This standard is not addressed in the Core Knowledge Sequence). Additionally there is a heavy emphasis on Reading and Research indicators in the 2008 standards, which is minimally covered in this document. No skills and concepts for reading standards are listed. Only a listing of various resources and texts are provided. There are detailed statements of the expected learning for Writing, Grammar and Usage, however, no statements of learning outcomes, skills and concepts are provided for reading. There are significant differences and gaps between the 2006 and 2008 ELA Academic Standards.	To ensure effective use of instructional time and implementation of the standards it is recommended that the correct standards are utilized. The PASS assessment is based on these standards.
Textbook		
Harcourt Trophies	Stated Adopted Textbook	Conduct a curriculum alignment with the adopted textbook and the 2008 SC ELA Academic Standards to ensure alignment. Identify gaps in alignment and utilize additional resources to support gaps to in the curriculum.
Pacing		
Only a listing of the skills and concepts are provided. The standards listed are not current. The 2006 Standards are utilized. The correlations to the Core Knowledge covers only Writing, Grammar, Usage Fiction	There are no indications of the expected learning for students, how the skills will be taught or the level of thinking required by students. (Revised Bloom's Taxonomy designates the intent and rigor of the standards and indicators). Many of the critical skills and concepts for Reading comprehension are not covered until	Develop a Pacing Guide that are aligned to the 2008 ELA Academic Standards and outline when indicators should be taught, providing ample instructional time for coverage of the standards.

stories (literary), Poetry, Speeches and Sayings and Phrases. The indicators included in the Long Range Plans for 5th grade is not aligned with the standards written in the Correlation of Core Knowledge and the SC State Standards. Indicators in the Long Range Plan were taken from the 2008 Standards, while the Correlation document includes the 2006 Standards.	the 3rd or 4th marking period. An extensive list of skills and concepts were included for each marking period. However, are no indications for monitoring and assessing students' progress for the skills/concepts. The 2008 Standards require teachers to use a variety of literary and informational texts. Only "speeches" were included as informational text for 4th and 5th grades.	
Planning Tools		
Day-by-Day Planner ~ Not available for review Core Knowledge Sequence~ There is a heavy emphasis on Writing and Grammar Usage, there is very limited information for Reading, Informational Reading Standards is barely mentioned.	The Core Knowledge Sequence require students to: ○ Produce a variety of types of writing ○ Know how to gather information and write, and ○ Organize materials for writing. The 2008 ELA Standards requires students to do much more and is very specific about students' writing.	Utilize the 2008 ELA Academic Standards, Support Documents, Writing composite Matrix and the State Writing Rubric for instructional planning and assessments.
Assessment		
No assessment tools or practices were provided.		It is recommended that teachers utilize research-based assessment practices to monitor students' progress. Develop and implement a systemic process for assessing and monitoring students' progress.
Supplemental Materials		
A list of supplemental materials was provided, however, there are no indications for the content area or level for which the materials will be used. Also it does not specify whether materials are teacher or student resources.		Consider using instructional supplemental materials that are aligned to the SC Academic Standards. Encourage teachers to be very conscientious when reviewing and selecting instructional

Materials includes SC PASS/PACT Coach Books (not a Richland One approved resource)		resources and materials to ensure alignment to the standards. Include resources to address all the standards, especially Informational texts, as it is heavily emphasized on PASS.
Technology		
		Encourage the use of technology for a variety of purposes; teacher and students' use other than website.

0217

Revised Organization of the English Language Arts Standards Document

The organization of the South Carolina ELA standards document has been modified in several ways.

- The introduction outlines the development of the ELA standards document and explains the guiding principles that support the standards and their indicators.
- Standards are provided for the nine grade levels from kindergarten through grade eight and the four high school-level courses: English 1, English 2, English 3, and English 4.
- **The standards are no longer organized by strand;** however, a heading is used to identify the ELA strand and the objective for each standard. The core information and ideas from each strand in the 2002 ELA standards document have been incorporated into the standards and indicators.
- The number of standards has been significantly reduced. To meet teachers' needs for specificity, each standard has specific indicators that support the standard. (*Core Knowledge Sequence and pacing guides lacks the specificity required by the state for all six standards*).
- The standards for each of the nine grades and the four high school courses are prefaced with an overview that provides information concerning the content of those standards and their indicators and describes the process of stages of learning that can be expected at each particular level.
- Clarifying boxes are included at the beginning of each standard and provide additional information which may be helpful to the teacher. Such information may include lists of what students may be asked to read based on the National Assessment of Educational Progress (NAEP), a reference to previously learned material, an indication of when an Instructional Appendix is available, or an explanation of other research (for example, that cited in the National Reading Panel report).

ROA 442

Midlands Math and Business Academy (MMBA)
Feedback and Recommendations
English/Language Arts Grades 6-8

0218

ROA 443

Core Knowledge® Alignment to SC State Academic Standards		
Findings	Feedback	Recommendations
Alignment of Core Knowledge® is with 2006 outdated standards. May 2008 SC State Academic Standards should be utilized.	Any standards before May 2008 are not applicable. State tests assess on the May 2008 SC State Academic Standards. The 2006 Standards were written in strands. The 2008 ELA Standards focus on six key concepts: Reading (Literary and Informational texts); Building Vocabulary; Developing Written Communication; Developing Written Communication in a Variety of Forms; Research. Teachers should utilize the 2008 SC ELA Academic Standards for instruction and assessment.	All teachers should be provided with copies of May 2008 SC ELA Academic Standards. Request Core Knowledge Sequence® that is aligned with May 2008 SC ELA Academic Standards.. Identify curriculum gaps and secure resources to fill the gaps.
Textbook		
Elements of Literature – Holt, Rinehart & Winston (Grades 6-8)	State adopted textbook	Review textbooks for alignment to the May 2008 SC ELA Academic Standards.
Pacing		
The standards listed in the pacing are not the current May 2009 SC ELA Academic Standards. Indicators in the Long Range Plans are from the 2007 SC Academic Standards, not the correct May 2008 SC ELA Academic Standards. Indicators in the Long Range Plans do not align with the standards written in the Correlation of Core Knowledge Sequence®. Page One of the Grade 6 Long Range Plans is omitted.		

	Planning Tools	
Day-by-Day Planner is not available for review.		Utilize the May 2008 SC ELA Academic Standards, Support Documents, Writing Composite Matrix, and the SC Revised Writing Rubric for instructional planning and assessment.
	Supplemental Materials	
A list of supplemental materials was provided, but none of the materials included a grade designation.		Provide materials which are proven to be aligned to the May 2008 SC ELA Academic Standards. Provide resources which address all standards, especially informational text.
	Technology	
A list of available technology was included, but it was not clear which teachers had access to the equipment. No plan for usage was		Encourage the use of technology for both student and teacher application.

Midlands Math and Business Academy (MMBA)

Mathematics Feedback and Recommendations

August 2009

Findings	Feedback	Recommendations
Core Knowledge® Alignment to SC State Academic Standards		
Alignment of <i>Core Knowledge® Sequence</i> is with 2006 SC State Standards	The 2006 SC State Standards are no longer used. State tests now assess students on the 2007 SC State Academic Standards.	Request a <i>Core Knowledge® Sequence</i> that is aligned with 2007 SC State Standards or utilize another curriculum that is closely aligned to the 2007 SC State Standards.
Textbook		
Saxon math is the only listed textbook	Even though Saxon Math was on the 2002 list of state recommended adopted textbooks, it was not on the 2009 list of recommendations.	Review textbook for alignment to the 2007 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2007 SC State Standards.
Pacing		
Pacing at grades four and five grade isolates skills and topics and does not provide opportunities for students to see the how math skills connect with each other. Problem solving does not appear embedded, but as a separate topic limited to computation. Submitted pacing guides for sixth, seventh, and eight prealgebra appear as chapter headings without indication of student expectations. (Ex. The first nine weeks in sixth grade includes ordering and comparing.) There is no indication as to what students are expected to order and compare.	A pacing guide is a written schedule displaying the alignment of concepts, topics, and skills related to a particular curriculum to be addressed over a defined period of time. Even though there is no single format for a pacing guide, it should be clear as to what students are expected to know or be able to do as related to specific skills. Pacing guides should also align to standards on which students will be assessed.	Design a standards-aligned pacing guide that contains competencies, objectives, and content and implementation notes. Consider all available resources when developing guides. Share guides with appropriate personnel for review.
Planning Tools		
Listed planning tools included the <i>Core Knowledge Day-by- Day Planner</i> , <i>Core Knowledge Sequence</i> , and <i>What Your __ Grader Needs to Know</i> . Each of the listed planning tools reference planning for instruction of only the Core Knowledge Curriculum.	The list of planning tools did not include the SC Academic Standards Support Document. While the <i>Day-by- Day Planner</i> may provide very valuable help in implementing the <i>Core Knowledge Sequence</i> in efficient and effective ways, it may not address the SC State Standards.	Reference the State Academic Standards Support Document when planning instruction and classroom assessments. Plan lessons that include the essential learning as described in the State Academic Standards Support Document for each math indicator.

0220

ROA 445

Supplemental Materials		
Listed supplemental materials include SC Pass/PACT coach books, Pearson Learning materials, and Comprehensive Curriculum of Basic Skills.	Comprehensive Curriculum of Basic Skills by Vincent Douglas, School Specialty Publishing contains workbook pages organized by subject area with lessons in reading, writing, spelling, math, citizenship, and science. In reviewing this resource, it appears to be a collection of worksheets focused on skills rather than math processes or development of conceptual understanding.	Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize communication, reasoning/proof, problem solving, various representations, and connections while learning skills and developing understanding of mathematical concepts.
Technology		
Technology used at MMBA includes Smart boards, computers, and scanners.	Mathematics supplemental materials (example software, websites, etc) that require the support of technology were not noted. Calculators including graphing and scientific were also not listed. Calculators will be of much value in math classes.	Include grade level appropriate calculators at each grade level to enhance the level of learning and problem solving.

0221

ROA 446

Midlands Math and Business Academy (MMBA)
Elementary Science Feedback and Recommendations
August 2009

0222

ROA 447

Findings	Feedback	Recommendations
Core Knowledge® Alignment to SC State Academic Standards		
Alignment of <i>Core Knowledge® Sequence</i> is with 2000 SC State Standards	The 2000 SC State Standards are no longer used. State tests now assess students on the 2005 SC State Academic Standards with the Inquiry Standard being assessed cumulatively on the PASS. Since only broad topics are used in the MMBA Pacing Guide it is difficult to assess whether the topics are aligned with the SC Science Academic Standards. The SC Standards and Indicators are very grade specific, inquiry-based, and rigorous	Request a <i>Core Knowledge® Sequence</i> that is aligned with 2007 SC State Standards or utilize another curriculum that is closely aligned to the 2007 SC State Standards.
Textbook & Resources		
Harcourt is the only listed textbook. No publishing year is available. There is a mention of FOSS Kits as a Supplemental Resource, but no mention of which kits for which grades.	Even though Harcourt Science was on the 2007 list of state recommended adopted textbooks, it was not adopted by 80% of districts. It does not address all of the indicators, the inquiry indicators, or the intent of the indicators: Adopted FOSS kits embed the inquiry and process skills throughout the investigations. They are research-based and should be the primary resource used.	Review textbook for alignment to the 2005 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2005 SC State Standards. Select specific kits closely aligned with the SC State Standards for each grade level.
Pacing		
Pacing at grades four and five isolates skills and topics and does not provide opportunities for students to see how the process and inquiry skills connect with each other or with the content. Only topics are included. Inquiry does not appear embedded, but as a separate topic limited to a few weeks. Submitted pacing guides for 4 th and 5 th	A pacing guide is a written schedule displaying the alignment of concepts, topics, and skills related to a particular curriculum to be addressed over a defined period of time. Even though there is no single format for a pacing	Design a standards-aligned pacing guide that contains competencies, objectives, and content and implementation notes. Consider all available resources when developing guides. Share guides with appropriate personnel for review.

appear as chapter headings without indication of student expectations.	guide, it should be clear as to what students are expected to know or be able to do as related to specific skills. Pacing guides should also align to standards on which students will be assessed.	
Planning Tools		
Listed planning tools included the <i>Core Knowledge Day-by- Day Planner, Core Knowledge Sequence, and What Your __ Grader Needs to Know</i> . Each of the listed planning tools reference planning for instruction of only the Core Knowledge Curriculum.	The list of planning tools did not include the SC Academic Standards Support Document.	Reference the State Academic Standards Support Document when planning instruction and classroom assessments. Plan lessons that include the essential learning as described in the State Academic Standards Support Document for each science indicator.
Supplemental Materials		
Listed supplemental materials include SC Pass/PACT coach books and FOSS kits. SC Science Assessment is listed as a supplement.	Comprehensive Curriculum of Basic Skills by Vincent Douglas, School Specialty Publishing contains workbook pages organized by subject area with lessons in reading, writing, spelling, math, citizenship, and science. In reviewing this resource, it appears to be a collection of worksheets focused on skills rather than science processes or development of conceptual understanding. There is no company listed for the SC Science Assessments	Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize a learning cycle and is inquiry-based. FOSS kits should be the primary resource, not supplemental. Select an assessment that is aligned with the SC Science Academic Standards. FOSS kits have quality assessments included and more are available from them (FOSS Benchmark Assessments).
Technology		
Technology used at MMBA includes Smart boards, computers, and scanners.	Use of technology such as microscopes and probes will be beneficial in the collection of data.	Include microscopes and probes as tools for data collection within investigations.

Midlands Math and Business Academy (MMBA)
Middle School Science Feedback and Recommendations
August 2009

Findings	Feedback	Recommendations
Core Knowledge® Alignment to SC State Academic Standards		
Alignment of <i>Core Knowledge® Sequence</i> is with 2000 SC State Standards	The 2000 SC State Standards are no longer used. State tests now assess students on the 2005 SC State Academic Standards with the Inquiry Standard being assessed cumulatively on the PASS. Since only broad topics are used in the MMBA Pacing Guide it is difficult to assess whether the topics are aligned with the SC Science Academic Standards. The SC Standards and Indicators are very grade specific, inquiry-based, and rigorous	Request a <i>Core Knowledge® Sequence</i> that is aligned with 2005 SC State Standards or utilize another curriculum that is closely aligned to the 2005 SC State Standards.
Textbook & Resources		
Science Explorer/Prentice Hall is being utilized is the only listed textbook. No publishing year is available and this book was from the 2000 adoption.	Even though Prentice Hall was on the list of state recommended adopted textbooks, it did not do a good job of addressing all of the indicators and their intent, especially the inquiry indicators.	Review textbook for alignment to the 2005 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2005 SC State Standards.
There is a mention of FOSS Kits as a Supplemental Resource, but no mention of which kits for which grades.	Adopted FOSS kits embed the inquiry and process skills throughout the investigations. They are research-based and should be the primary resource used.	Select specific kits closely aligned with the SC State Standards for each grade level.
Pacing		
Pacing guide lists topics. Also a couple of standards listed on the pacing guides have no correlation to the Core Knowledge.	A pacing guide should be written to the alignment of the concepts of the standards over a defined period. It is not clear what students are responsible for knowing and when. Pacing guides should be aligned to the academic standards.	Design a standards-aligned indicator driven pacing guide that is detailed and addresses what resources will be used where there is no <i>Core Knowledge®</i> curriculum.

0224

ROA 449

Planning Tools		
Supplemental Materials		
Listed supplemental materials include SC PACT coach books and FOSS kits.	There is no company listed for the SC Science Assessments	Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize a learning cycle and is inquiry-based. FOSS kits should be used to supplement the curriculum along with other aligned materials.
SC Science Assessment is listed as a supplement.		Select an assessment that is aligned with the SC Science Academic Standards specific for each grade level.
Technology		
Technology used at MMBA includes Smart boards, computers, and scanners.	Use of technology such as microscopes, United Streaming and probes will be beneficial in the collection of data.	Include microscopes, United Streaming and probes as tools for data collection within investigations.

0225

ROA 450

Midlands Math and Business Academy

Social Studies Grades 4 and 5

August 2009

0226

ROA 451

FINDINGS	FEEDBACK	RECOMMENDATIONS
Core Knowledge® Alignment to SC State Academic Standards		
Broad content standards are paired with loosely matched topics and listed as correlations. The specific conceptual knowledge required by the indicator is not covered. 4-1.1, 4-1.2, 4-1.3, 4-2.2, 4-2.3, 4-2.4, 4-2-5, 4-2.6, 4-3.2, 4-4.1, 4-4.3, 4-5.6 5-2.1	Each indicator must be matched with content to be in alignment <i>Core Knowledge®</i>. The correlated content must include both the content and the rigor of the indicator. <u>Example of Topical Alignment with Content Misalignment</u> Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States. 5-2.1 Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region. (G, H) <i>Core Knowledge®</i> I. WESTWARD EXPANSION A. Westward Expansion Before the Civil War • Geography Rivers: Mississippi, Missouri, Ohio, Columbia, Rio Grande Appalachian and Rocky Mountains Great Plains stretching from Canada to Mexico Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean	Align the curriculum to the indicator, not to the standard. Ensure that intent of the indicator is included in the aligned content. Develop a method to inform teachers of the level of rigor at which instruction must occur.
One or more parts of the indicator are not addressed by <i>Core Knowledge®</i> 4-2.7, 4-3.4, 4-3.6, 4-4.1, 4-4.4, 4-5.2, 4-5.4, 5-1.5, 5-2.3	Each concept, event, person, or place specified in the indicator must be included in instruction. <u>Example of Partial Alignment</u> 4-2.7 Explain how conflict and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E) <i>Core Knowledge®</i> I. THE AMERICAN REVOLUTION A. Background: The French and Indian War • Also known as the Seven Years' War, part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, in North America) • Alliances with Native Americans • The Battle of Quebec • British victory gains territory but leaves Britain financially weakened.	Locate and implement the use of additional resources to fill the alignment gap so that all parts of the indicator are addressed.

The indicator is not addressed in the <i>Core Knowledge</i>® correlation. 4-1.4, 4-3.5, 4-3.7, 4-5.3, 4-5.7 5-1.4, 5-3.1, 5-3.2, 5-3.4, 5-3.5, 5-3.6, 5-4.1, 5-4.2, 5-4.3, 5-4.4, 5-4.5, 5-4.6, 5-4.7, 5-5.1, 5-5.2, 5-5.3, 5-5.4, 5-5.5, 5-6.1, 5-6.2, 5-6.3, 5-6.4, 5-6.5, 5-6.6	Indicators that are not included in instruction represent a gap in the students' education that will significantly impact future learning.	Locate and implement the use of additional resources to fill the alignment gap.
<i>Core Knowledge</i>® content is closely aligned to the indicator, but alignment is at the knowledge level of Bloom's taxonomy. It is therefore difficult to determine if the rigor of the indicator is maintained. 4-2.1, 4-3.1, 4-4.2, 4-4.7, 4-5.1, 4-5.5 5-1.1, 5-1.2, 5-1.3, 5-2.2, 5-2.4, 5-2.5	The content is consistent with the intent of the indicator, but rigor may not be given. <u>Example of Content Without Rigor</u> 4-5.1 <i>Summarize</i> the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and <i>compare</i> the geographic features of areas explored. (G, H) <i>Core Knowledge</i>® I. Westward Expansion A. Westward Expansion Before the Civil War • Early exploration of the west Daniel Boone, Cumberland Gap, Wilderness Trail, Lewis and Clark, Sacagawea, "Mountain men," fur trade, Zebulon Pike, Pike's Peak	Develop a method to inform teachers of the level of rigor at which instruction must occur.
Textbook		
Houghton Mifflin Social Studies is listed as the basic text.	The Civil War and reconstruction are taught in fifth grade. SC Academic Standards require that the Civil War is taught in fourth grade.	Ensure that instruction in grade four ends with the Civil War and that grade five begins with reconstruction.
Pacing		
Reconstruction through the present are included in grade four instruction.	Grade four standard and indicators end with the Civil War. Reconstruction through the present is covered by grade five standards.	Align instruction with grade level standards to reduce the content demand and allow for more in-depth learning.

Planning Tools		
Planning tools include assistance with organizing instruction(Day-By-Day Planner), and outlines of specific knowledge to be taught (<i>Core Knowledge</i> ® Sequence and What Your ____ Grader Needs to Know).	Instructional content is only one part of the planning process. Attention should also be given to the teaching strategies that are used, the level of student success in the classroom, and the support given to struggling students.	Implement the use of planning tools that support the delivery of instruction, assessment of student learning, and intervention.
Supplemental Materials		
The supplemental materials used to support social studies instruction include additional textbooks, atlas, read aloud stories and trade books.		Enrich social studies instruction through on the use of a wide variety of supplementary materials including appropriate charts, globes, primary source documents, virtual fieldtrips via internet etc.
Technology		
Technology devices such as computers, SmartBoards etc. are listed.		Ensure that instruction requires students to actively use technological devices to support learning.

0228

ROA 453

Midlands Math and Business Academy (MMBA)

Feedback and Recommendations

Social Studies Grades 6 - 8

August 2009

0229

ROA 454

Core Knowledge® Alignment to SC State Academic Standards		
Findings	Feedback	Recommendations
MMBA is using the correct and current (2005) Academic Standards in social studies for grades 6-8. Broad content standards are paired with loosely matched topics and listed as correlations. The specific conceptual knowledge required by the indicator is not noted.	Each indicator must be noted and matched with the Core Knowledge content to be in alignment. According to the pacing guide and the Core Knowledge Curriculum document it appears that critical content is not addressed. The correlated content must include both the content and the rigor of the indicator.	Align the curriculum to each indicator. Ensure that the intent of the indicator is included in the aligned content. Develop a method to inform teachers of the level of rigor at which instruction must occur. Request a <i>Core Knowledge® Sequence</i> that is aligned with each indicator.
Textbook		
Although not required, the textbooks are the same textbooks currently used in the district.	The grade seven textbook does not address all of the indicators.	Supplement the textbooks with other materials. Make sure the ancillary materials are available to teachers as resources.
Pacing		
The pacing guides are not consistent in format, for example some topics are aligned with an indicator and some are aligned with a standard. For example, in grade 6, an entire standard is omitted (6.5). Also in grade 6, the indicator 6-3.3 is address but not the remaining indicators. In grade 7, standard 7-1 and 7-2 are not addressed. In grade 8, Standard 8-5 is only addressed in one indicator, 8-5.2.	All indicators must be taught from the 2005 South Carolina Social Studies Academic Standards. To omit a standard may be omitting 1/6 or 1/7 of the assessed content on PASS.	Ensure that the pacing guide for 2009-2010 reflects the all of the standards and indicators for each grade. PASS will assess all standards and indicators.
Planning Tools		
Planning tools include assistance with organizing instruction (Day-By-Day Planner), and outlines of specific knowledge to be taught (Core Knowledge Sequence and What Your (6-8) Grader Needs to Know).	Instructional content is only one part of the planning process. Attention should be also given to the teaching strategies that are used, the level of student success in the classroom, and the support given to struggling students.	Implement the use of planning tools that support the delivery of instruction, assessment of student learning, and intervention. One example is the use of diagnostic assessments to plan instruction. Also the SC Department of Education has produced two new documents, a support document for social studies K-12 and a S3 document. Both documents are available online at the SCDE website.

Supplemental Materials		
The list of supplemental materials is not referenced by grade levels or subjects, thus making it hard to align supplemental materials with the appropriate grade-level and content. Additionally, it is not clear if these listed supplemental materials are one per class or a class set.	Teacher Created Materials, grade-specific novels, and Nystrom map activities are examples of aligned supplemental materials.	Consider using instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize map skills, problem solving, various graphic representations, and connections while learning skills and developing understanding of broad social studies concepts.
Technology		
It is not clear what technology is available in each room or where the equipment is housed. It is also not stated the various levels of teacher proficiency in the use of technology. Nor is there a plan for teacher and student technology instruction.	Create a more comprehensive explanation of the level of technology that is available in each classroom, as well an on-going plan to instruct teachers and students on the proper use of technology.	Ensure that instruction requires students and teachers to actively use technological devices to support learning.

0230

ROA 455

MMBA Assessment Notebook

Content Area	Items Reviewed	Alignment/Rigor Findings
ELA	• EduTest Benchmark (Grades 4,6,8) • PASS Coach (Grades 4,5,8)	Assessment items are not aligned to state Academic Standards. PASS assessment items are aligned to state Academic Standards.
Mathematics	• EduTest Benchmark (Grades 4-8, Algebra I & II) • SC PACT Coach (Grades 4-8 Pretests)	All assessment items are not aligned to state Academic Standards. PACT assessment items are not aligned to state Academic Standards.
Science	• SC PACT Coach (Grades 4-8 Pretests)	Assessment items are not aligned to state Academic Standards.
Social Studies	• SC PACT Coach (Grades 4-8 Pretests)	Assessment items are not aligned to state Academic Standards.

0231

ROA 456

Data to Drive Instruction

0332

ROA 457

II. Data to Drive Instruction

A. MMBA	B. DISTRICT STAFF
1. A higher percent of students, at the elementary and middle grade levels, will score Met and Exemplary than those scoring Not Met in ELA, Writing, Math, Science and Social Studies on the 2009 PASS Assessment. PASS information not yet available	1. The AARE office will analyze the test scores once they are received from the State Department of Education. Info from SDE not yet available
2. On the 2009 PASS administration, a higher percentage of MMBA elementary and middle school level students will score Met and Exemplary than the Richland One elementary and middle school level students in ELA, Writing, Math, Science and Social Studies. PASS information not yet available	2. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff. Info from SDE not yet available
3. On the 2010 PASS administration, a higher percent of students, at the elementary and middle grade levels, will score Met and Exemplary than from the 2009 PASS administration in ELA, Writing, Math, Science and Social Studies. NA	3. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff. NA

0233

ROA 458

II. Data to Drive Instruction (Continued)

A. MMBA	B. DISTRICT STAFF
4. On the 2010 PASS administration, a higher percentage of MMBA elementary and middle school level students will score Met and Exemplary than the Richland One elementary and middle school level students in ELA, Writing, Math, Science and Social Studies. NA	4.. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff. NA
5. Provide SuccessMaker Cumulative Performance Report at the end of every 9 weeks. Reports due on 11/2/09	5a.The AARE office will monitor the progression of students at each 9 weeks interval on SuccessMaker. Pending 5b. Provide feedback to MMBA quarterly. Pending
6. Provide EduTest Diagnostic Single Student Report at the end of every 9 weeks. Reports due on 11/2/09	6. The AARE office will monitor the progression of students at each 9 weeks interval on EduTest. Pending
7. Provide a plan to Richland One's AARE staff and Curriculum staff on how SuccessMaker and EduTest data will be used to drive instruction. MET	

0234

ROA 459

***Summary of district findings**

PASS data is still not available for review. The five year MMBA student achievement data was shared with the Board of School Commissioners in June. Dr. Jennifer Coleman concluded in her analysis that the students have failed to make adequate student achievement gains. Dr. Coleman's data report shows that MMBA has not met the achievement objectives outlined in the original contract, and that student achievement is below the district's performance score.

A copy of the student data analysis for MMBA is included at the end of this section.

*Complete staff reports are available at the end of this section.

Review of MMBA Charter School PACT scores

The data discussed in this document will reflect the last 4 years of PACT scores. It will be presented at the elementary level, then the middle level. For ease of understanding, the grade levels were collapsed. Therefore, elementary equals 3rd grade, 4th grade and 5th grade and middle equals 6th grade, 7th grade and 8th grade.

Elementary Level- ELA

Since the inception of MMBA, the elementary leveled grades have had a 1% increase in the percent of students scoring Below Basic (2005-34% to 2008-35%). The percent of students Below Basic in ELA at MMBA is higher than that of Richland School District One (MMBA-35% compared to RSD1-25%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 8.5% (2005-9.8% to 2008-17.5%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in ELA than the charter school at the elementary level (MMBA-17.5% compared to RSD1-36.2%)

Elementary Level-Math

MMBA has experienced a 25.9% decrease in the percent of students scoring Below Basic on the PACT Math section over the past 4 years (2005-65.9% to 2008-40%). The charter school has more students Below Basic on PACT Math than the district (MMBA-40% compared to RSD1-33.3%).

The percent of MMBA students scoring Proficient or Advanced has increased since they began by 12.7% (2005-7.3% to 2008-20%). Richland One has more elementary school students scoring Proficient or Advanced on the PACT Math assessment. (MMBA-20% compared to RSD1-27.1%).

Elementary Level- Science

Since the inception of MMBA, the elementary leveled grades have had a 1.7% decrease in the percent of students scoring Below Basic in Science (2005-61% to 2008-59.3%). The percent of students Below Basic in Science at MMBA is higher than that of Richland School District One (MMBA-59.3% compared to RSD1-45.4%).

The percent of MMBA students scoring Proficient or Advanced has decreased since it opened by 6.1% (2005-9.8% to 2008-3.7%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Science than the charter school at the elementary level (MMBA-3.7% compared to RSD1-22.9%)

Elementary Level- Social Studies

The elementary leveled grades have had a 12.3% decrease in the percent of students scoring Below Basic in Social Studies (2005-53.7% to 2008-41.4%). The percent of students Below Basic in Social Studies at MMBA is higher than that of Richland School District One (MMBA-41.4% compared to RSD1-33.7%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 11.4% (2005-2.4% to 2008-13.8%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Social Studies than the charter school at the elementary level (MMBA-13.8% compared to RSD1-27.8%)

Elementary Summary

Elementary students enrolled at MMBA have higher percentages of Below Basic scores than Richland One elementary students in ELA, Math, Science and Social Studies. In addition, elementary students enrolled at MMBA have lower percentages of students scoring Proficient or Advanced than Richland One elementary students in ELA, Math, Science and Social Studies.

Middle Level- ELA

Since the inception of MMBA, the middle leveled grades have had a 13.2% decrease in the percent of students scoring Below Basic (2005-60.7% to 2008-47.5%). The percent of students Below Basic in ELA at MMBA is higher than that of Richland School District One (MMBA-47.5% compared to RSD1-37%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 7.7% (2005-9.8% to 2008-17.5%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in ELA than the charter school at the middle level (MMBA-17.5% compared to RSD1-24.5%)

Middle Level-Math

MMBA has experienced an 11.9% decrease in the percent of students scoring Below Basic on the PACT Math section over the past 4 years (2005-55.7% to 2008-43.8%). The charter school has more students Below Basic on PACT Math than the district (MMBA-43.8% compared to RSD1-38.2%).

The percent of MMBA students scoring Proficient or Advanced has increased since they began by .2% (2005-14.8% to 2008-15%). Richland One has more middle school students

scoring Proficient or Advanced on the PACT Math assessment. (MMBA-15% compared to RSD1-23.6%).

Middle Level- Science

Since the inception of MMBA, the middle leveled grades have had a 22.1% decrease in the percent of students scoring Below Basic in Science (2005-72.1% to 2008-50%). The percent of students Below Basic in Science at MMBA is higher than that of Richland School District One (MMBA-50% compared to RSD1-42.3%).

The percent of MMBA students scoring Proficient or Advanced has decreased since it opened by 1% (2005-13.1% to 2008-12.1%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Science than the charter school at the middle level (MMBA-12.1% compared to RSD1-27.5%)

Middle Level- Social Studies

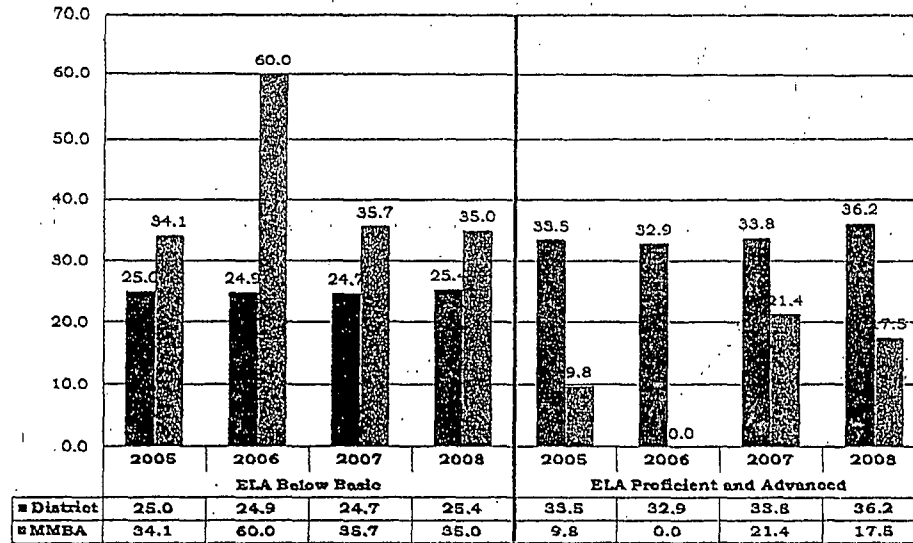
The middle leveled grades have had a 6.2% increase in the percent of students scoring Below Basic in Social Studies (2005-49.2% to 2008-55.4%). The percent of students Below Basic in Social Studies at MMBA is higher than that of Richland School District One (MMBA-55.4% compared to RSD1-42.3%).

The percent of MMBA students scoring Proficient or Advanced has increased since it opened by 1% (2005-11.5% to 2008-12.5%). Richland School District One has a higher percentage of students scoring Proficient or Advanced in Social Studies than the charter school at the elementary level (MMBA-12.5% compared to RSD1-26.6%)

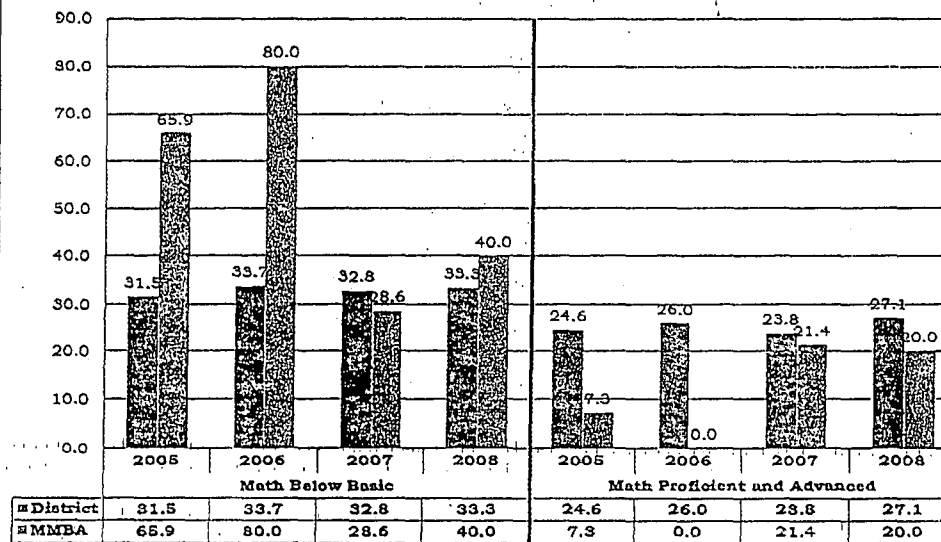
Middle Summary

Middle school students enrolled at MMBA have higher percentages of Below Basic scores than Richland One middle students in ELA, Math, Science and Social Studies. In addition, middle students enrolled at MMBA have lower percentages of students scoring Proficient or Advanced than Richland One middle students in ELA, Math, Science and Social Studies.

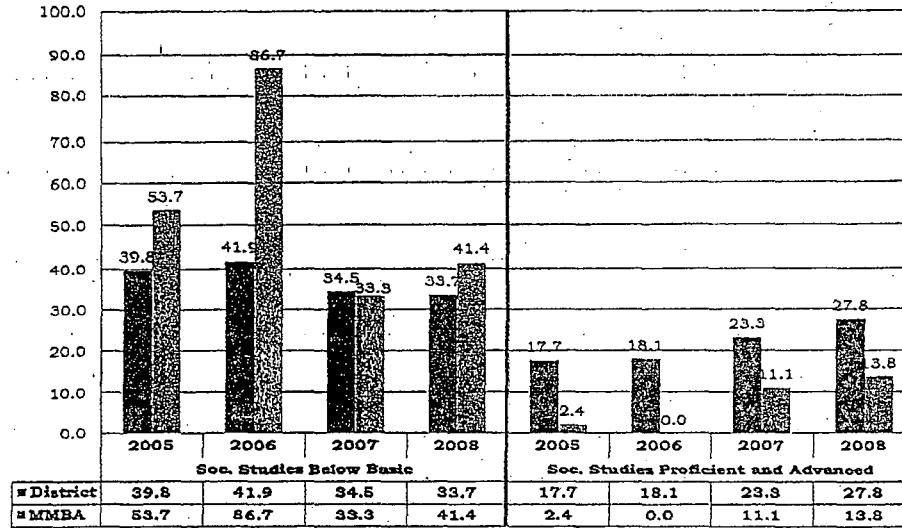
PACT 2005 to 2008 - ELEMENTARY English Language Arts Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



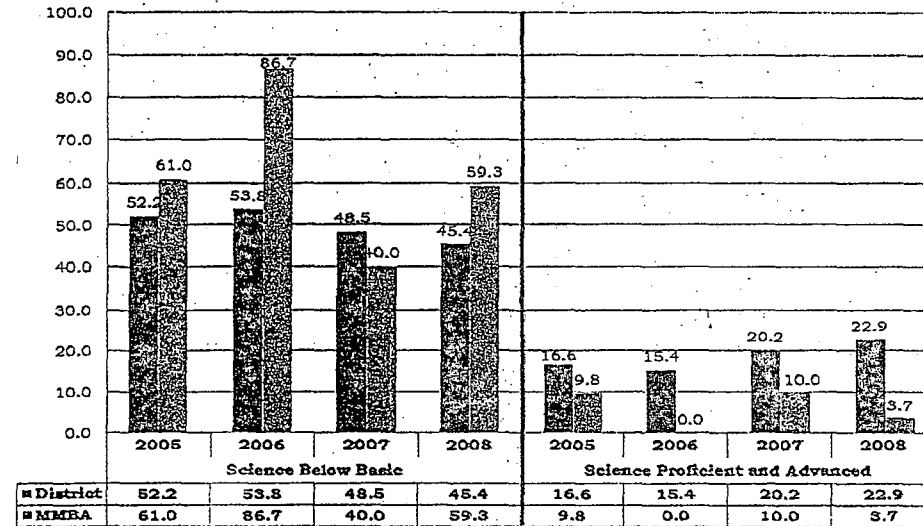
PACT 2005 to 2008 - ELEMENTARY Mathematics Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



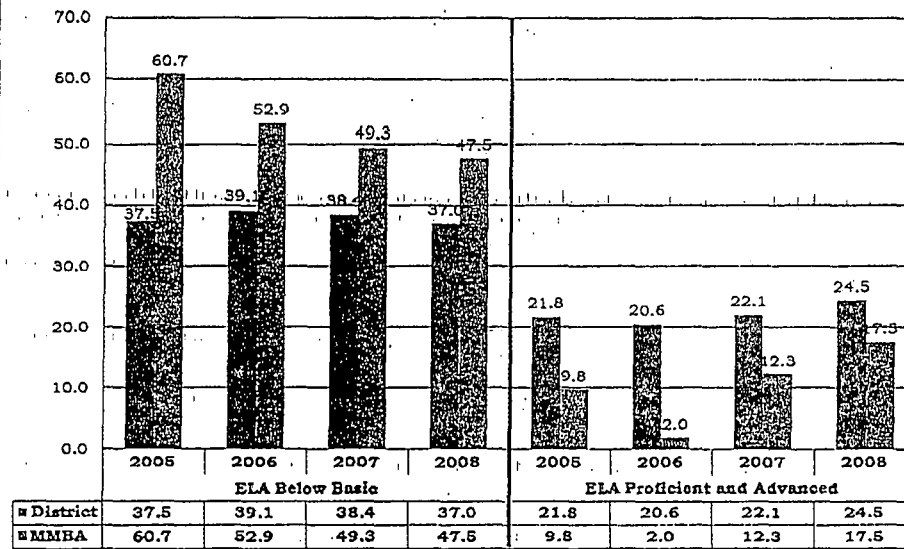
PACT 2005 to 2008 - ELEMENTARY Social Studies Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



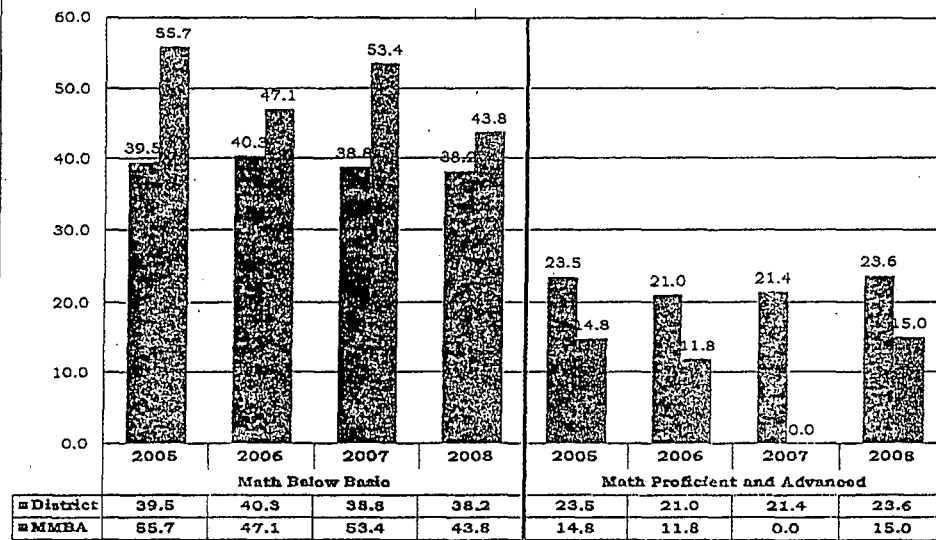
PACT 2005 to 2008 - ELEMENTARY Science Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



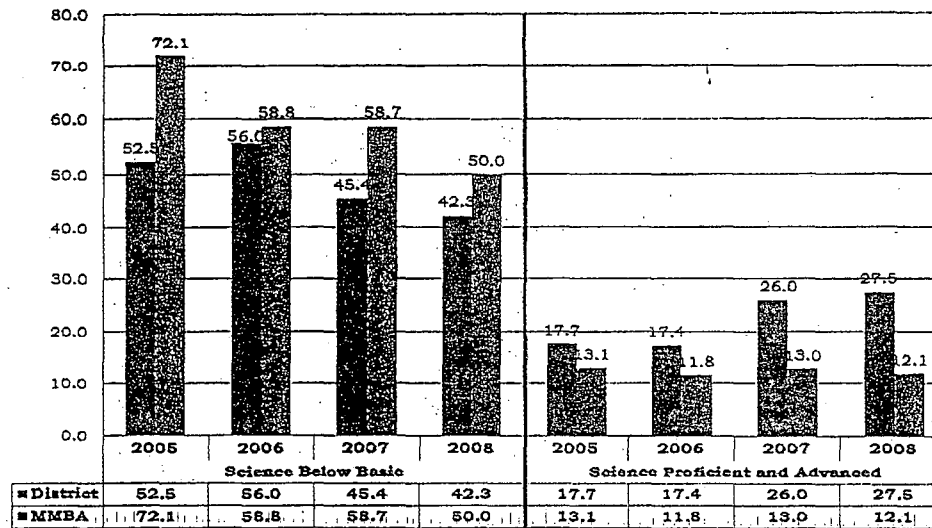
PACT 2005 to 2008 - MIDDLE English Language Arts Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



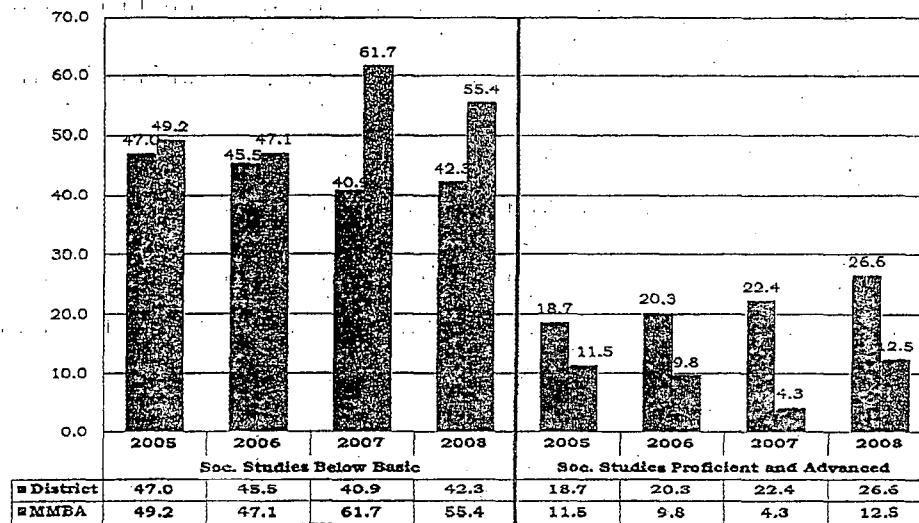
PACT 2005 to 2008 - MIDDLE Mathematics Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



PACT 2005 to 2008 - MIDDLE Science Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



PACT 2005 to 2008 - MIDDLE Social Studies Percent Scoring Below Basic and Proficient and Advanced for MMBA and District



ELA-% All Students					MATH-% All Students				
Year	Below Basic	Basic	Proficient	Advanced	Year	Below Basic	Basic	Proficient	Advanced
ELEMENTARY					ELEMENTARY				
05-06	60.0	40.0	0.0	0.0	05-06	80.0	20.0	0.0	0.0
06-07	35.7	42.9	21.4	0.0	06-07	28.6	50.0	7.1	14.3
07-08	35.0	47.5	17.5	0.0	07-08	40.0	40.0	17.5	2.5
MIDDLE					MIDDLE				
05-06	52.9	45.1	2.0	0.0	05-06	47.1	41.2	7.8	3.9
06-07	49.3	38.4	12.3	0.0	06-07	53.4	46.6	0.0	0.0
07-08	47.5	35.0	15.0	2.5	07-08	43.8	41.3	11.3	3.8
SCIENCE-% All Students					SOCIAL STUDIES-% All Students				
Year	Below Basic	Basic	Proficient	Advanced	Year	Below Basic	Basic	Proficient	Advanced
ELEMENTARY					ELEMENTARY				
05-06	86.7	13.3	0.0	0.0	05-06	86.7	13.3	0.0	0.0
06-07	40.0	50.0	10.0	0.0	06-07	33.3	55.6	11.1	0.0
07-08	59.3	37.0	0.0	3.7	07-08	41.4	44.8	13.8	0.0
MIDDLE					MIDDLE				
05-06	58.8	29.4	7.8	3.9	05-06	47.1	43.1	9.8	0.0
06-07	58.7	28.3	13.0	0.0	06-07	61.7	34.0	4.3	0.0
07-08	50.0	37.9	3.4	8.6	07-08	55.4	32.1	5.4	7.1

End of Course Assessments			
% Passing (70 or higher)			
	2006	2007	2008
Algebra I	N/A	80.0	40.0

Adequate Yearly Progress History		
2006	2007	2008
Not Met	Not Met	Not Met
7 out of 13	10 out of 13	12 out of 13

| State Report Card History | | | |

	2006	2007	2008
Absolute	Unsatisfactory	Unsatisfactory	At-Risk
Index	2.2	2.2	2.5
Growth	Good	Unsatisfactory	Average
Index	0.1	-0.1	0.1

* Criteria to achieve each rating (Excellent, Good, Average, Below Average, and At-Risk) increases by .10 point each year until 2010.

| Student Attendance Rates | | Teacher Attendance Rates | |

Year	2006	2007	2008
Rate	97.2	95.4	97.0

Year	2006	2007	2008
Rate	96.8	95.0	93.4

MMBA Charter School
2008 School Snapshot - Demographics

0245

**45-Day Average Daily
Membership (ADM)**

Year	2006	2007	2008
ADM	71	100	143

Ethnicity Percent

Year	Black	White	Other
2006	98	1	1
2007	97	1	1
2008	95	3	3

**Student
Attendance Rates**

Year	2006	2007	2008
Rate	97.2	95.4	97.0

Note: Due to rounding, figures may not add to 100.

**Percent Free and Reduced
Lunch Status**

Year	2006	2007	2008
%	74.32	77.5	75.0

**Special Education
Percent**

Year	2006	2007	2008
%	12.7	6.1	12.3

ROA 470

Classroom Instruction

0246

ROA 471

III. Classroom Instruction

A. MMBA	B. DISTRICT STAFF
1. Ensure that lesson plans are readily available and visible in each classroom at all times. NOT MET	1. Conduct routine monitoring visits in all 4 subject areas (ELA, mathematics, science and social studies). 2. Monitor for adherence to the curriculum, instructional delivery strategies, and classroom environment. 3. Use informal observation checklist to provide feedback to school administration (share copy of observation tool with staff prior to visit). 4. Schedule feedback times with staff and leadership. COMPLETED

*Summary of district findings

- Standards/indicators for lessons being taught are not always visible nor evident during lessons
- Very little and outdated supplemental print resources in classes
- New computers in SuccessMaker Lab
- Little pupil interaction (with exception of math classes)
- Worksheets and lecture are predominant instructional strategies.
- Lack of rigor
- Little differentiation
- Lower level of Bloom's taxonomy

*Complete staff reports are available at the end of this section.

Midlands Math and Business Academy (MMBA)
Richland One District Support Team Visit
Overview of Findings

October 15, 2009 - 8:00 A.M.

Submitted by Ernest Dupree, Executive Director of Schools

0248

Operational

Ms. Howard's room is not safe for students to be in for instruction. Fifteen students were in the room with her as well. Size is an issue. Many rooms are too small for classes. Many classrooms have inoperable furniture. Many classrooms have paper stored up that should be thrown away. Book bags are in the hallway creating obstructions during class changes. Some white boards are not mounted creating a safety hazard for students. The air quality in the building is a problem.

Scheduling

The schedule needs to be updated and formatted appropriately for public dissemination. Some staff persons on the schedule are no longer teaching such as Garmany. Students were observed to come into the school after 8:00 A.M. and math instruction appears to end before some students came to school. The first block of the instructional day is problematic.

Consistent format and placement of lesson plans. White had lesson plans that were one month old. Some plans were found to be out of date. Canty and Baker were current but did not provide the detail needed to indicate what instruction is taking place. Appears to be a lesson log rather than a lesson plan.

Instructional

Y. White and B. White had all the state indicators posted in the room rather than the current indicator that they should be working with.

Howard had the old ELA and Math indicators posted. Instruction did not match the indicator posted and was well below grade level.

Instruction did not match the indicator in all of the visited classes. Canty was engaged in the DO now and Checking homework.

Copyright on the books are as old as 1997. Social studies books were current; however, Editions of text being used in math were from two sets.

Instruction was at a very low level and inappropriate for the grade level in some classrooms. Questioning was not at the level of the indicator intent.

ROA 473

Questioning techniques should be used to engage all students in the classroom. Flexible grouping is not being practiced.

Sequencing guide is not used to guide instruction.

Did not observe any technology being used during the course of instruction. Currently, pacing guides are not used to guide instruction.

Observed a lot of wasted instructional time and very few instructional strategies were observed.

Students were very compliant. Students appear to want to be in the school.

Spelling is being conducted in the traditional manner that is not appropriate for integration of instruction.

Did not observe student work in the secondary grades.

Commendations

Student work was observed in the elementary level.

Howard had word wall in place around three sides of the room.

White also had a word wall that did not match the indicators.

Teachers are making an effort to display word walls.

Graphing calculators were in use by the students and the teachers.

Kits were in use at the elementary level.

Recommendations

Student work should be posted in all classrooms.

Instruction must be aligned to the current indicators.

Maximize instructional time. A greater focus is needed on content delivery.

Provide support for the new teacher to get up and running.

Establish a common lesson plan format and collaborative planning.

Use the support documents to focus on content delivery.

Establish the alignment of the curriculum related to current guides based on current standards.

Increase the number of books for classroom libraries.

Seek to bring all textbooks in line with current editions -- at least the same edition.

Increase the incorporation of the use of manipulative and hands on activities in all content areas.

Professional Development

IV. Professional Development

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's PD staff a written overview of professional development plan for past five years, with specific examples of workshops and other training over the past two years. Explain the focus of the plan. NOT MET No explanation of a focus for PD	1a. Determine if professional development plan was implemented. COMPLETED 1b. Provide feedback to MMBA COMPLETED
2. Provide to Richland One's PD staff a list of all professional development provided to MMBA teachers and administration over the past 3 years. MET	2a. Determine if professional development addresses academic standards in all 4 core areas, teaching and learning and school needs based on data. COMPLETED 2b. Provide suggestions for improvement of professional development and accompanying district support. PENDING
3. Provide to Richland One's PD staff a copy of professional development plan for the 2009-2010 school year. Show the connection with data and S.C. Standards. NOT MET No connection with specific student data	3. Continue to provide access to professional development to MMBA faculty and staff (If various workshop/classes are not funded with state and/or federal funds that provide for charter school attendance, then payment of services can be negotiated with Richland One). COMPLETED

0251

ROA 476

***Summary of district findings**

While MMBA has conducted professional development sessions over the past five years, there is no evidence that well developed plans were created. MMBA's plan for 2009-2010 failed to include any student/teacher needs data, specific objectives, or dates of specific sessions; rather, the PD plan included a listing of numerous topics with no obvious connections.

0252

ROA 477

*Complete staff reports are available at the end of this section.



Office of Professional Development

To: Donna Hammett, Coordinator
AAP and Charter Schools

Gerald Jenkins, Principal
Midlands Math and Business Academy

From: Tammy M. Johnson, Director
Professional Development

Re: Feedback on MMBA's Professional Development

Midlands Math and Business Academy submitted a Professional Development plan on August 10, 2009 and the 5 year Professional Development Overview on September 14, 2009.

The following is a summary of the Office of Professional Development findings:

- A Professional Development plan has been implemented.
- Staff meets weekly on Thursday afternoons to address identified professional development areas.
- Additionally, training is planned to occur during the teacher workdays for the 2009-2010 school year.
- There is a list of training topics scheduled to occur this year. Additionally, MMBA is scheduled to receive the Making Middle Grades Work grant that will encompass professional development training.
- However, it cannot be determined if MMBA's professional development addresses academic standards in all 4 core areas, teaching and learning and school needs based on data, because no data was provided.
- There is no evidence such as agendas/objectives/descriptions of outcomes, etc.
- Midlands Math and Business Academy should list objectives, facilitator/presenter, date, and the length of time that the scheduled professional development will occur.
- Also, there should be data (student performance data, surveys, etc.) that supports the need of each of the areas that will be addressed through professional development. How will this goal and/or training be measured in its effectiveness with MMBA's staff?

I am willing to meet with Mr. Jenkins to provide guidance in any of the areas mentioned above.

Teacher Certification, Evaluation and Turn-over

V. Teacher Certification, Evaluation, and Turn-over

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's HR staff a list of teacher certifications and Highly Qualified status, and subjects being taught by each classroom teacher. MET	1. Review for compliance with charter and provide recommendations to MMBA. COMPLETED
2. Provide to Richland One's HR staff a list of non-certified classroom teachers' qualifications along with subjects being taught by each teacher. MET	2. Review for compliance with charter and provide recommendations to MMBA. COMPLETED
3. Provide to Richland One's HR staff a list of teachers who are currently on improvement plans and subjects they teach. MET	3. Review for compliance with charter and provide recommendations to MMBA. COMPLETED
4. Provide to Richland One's HR staff information on teacher turn-over during the last two years. Provide names of teachers who left MMBA, year of exit, and subject taught. MET	4. Determine staff stability and make and provide recommendations to MMBA. COMPLETED

*Summary of district findings

Even though 83% of teachers at MMBA are certified, MMBA does not fulfill its charter that states all teachers in core areas, and the special education teacher will be Highly Qualified. There is no evidence that the special education teacher or the middle school math teacher is Highly Qualified.

The school reports that two teachers left the school over the past two years, and that no teachers are on improvement plans.

*Complete staff reports are available at the end of this section.

Leadership

0256

ROA 481

VI. Leadership

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's Charter School Liaison a list of school administrators and years each served in his/her positions over the past 5 years. MET	1. Determine stability of leadership. COMPLETED
2. Provide to Richland One's Charter School Liaison a list of administrators to include position title, and certification credentials for each administrator for the 2009-2010 school year. MET	2. Determine additional information, if needed. COMPLETED
	3. Prepare written feedback and schedule discussion with leadership. COMPLETED

*Summary of district findings

MMBA leadership from 2004-2008 was stable, with the same person serving as Director during the four year period. Since July, 2008, school leadership has lacked stability. Three different persons have served as Instructional Leader.

Additionally, the school's governing board was replaced in the Fall of 2009 with a newly elected board.

*Complete staff reports are available at the end of this section.

Facility

VII. Facility

A. MMBA	B. DISTRICT STAFF
1. Provide to Raymond Perkins a copy of facility layout. MET	1. Determine if facility is adequate to serve need of children. Why or why not? COMPLETED
2. Provide to Raymond Perkins a list of facility needs. MET	2. Does facility meet S.C. code? COMPLETED
3. Provide to Raymond Perkins a plan with timeline to address any facility needs. NOT MET	3. Recommend improvements and district support to MMBA. COMPLETED

*Summary of district findings

The school facility meets most of the life safety requirements needed for the occupancy of an institutional facility; however, some safety issues exist and are highlighted in the memo at the end of this section.

*Complete staff reports are available at the end of this section.

0259

ROA 484



Memorandum

To: Ms. Donna Hamett
From: Raymond A. Perkins, Jr.
Copy: Ms. Debra Brathwaite
Date: October 22, 2009
Re: Midlands Math and Business Academy – Site Observation

As you are aware, the Facility Services department was asked to visit the Midlands Math & Business Academy for an observation of the facility. Please know my review of the facility was from a technical Life/Safety assessment and we did not try to identify operational adequacy/efficiency.

It should be noted that before any Charter School is allowed to occupy a facility, it is required to meet certain criteria by the Office of School Facilities (Department of Education). Although, I did not request verification of this certification, the school should be able to produce this document to show previous acceptance. Additionally, the facility falls under the jurisdiction of the City of Columbia Fire Marshall. The school should have records of their visits and documentation indicating their compliance to all noted deficiencies.

GENERAL COMMENTS

The school appeared to have met most of the life safety requirements needed for the occupancy of an institutional facility. It appeared that the necessary fire alarm equipment was in position as required. Additionally, the school has recently installed a fire protection sprinkler system. There were only a few minor comments/observations. They are as follows:

1. Although small, the hallways seemed to be suitable to handle the number of students in the school. It should be noted that it is imperative that the hallways remain clear at all times to allow for

unobstructed egress in case of emergencies. (NOTE: Although not a requirement, condition of carpet in hallway should be improved.)

2. It was noted that the "EXIT" signs were positioned properly; however, they needed to be illuminated.
3. Generally, schools are required to have two points of egress out of a classroom. Charter schools have some latitude with the Office of School Facilities (OSF); therefore, it is important to obtain the certificate of occupancy for the school.

CLASSROOMS

In general, the classrooms are small in area. OSF does not indicate absolute minimum size requirements; however, the office provides a general guide.

There were ten classrooms in the facility. Two were used for elementary and the others for the middle school. One of the classrooms was converted to a library. The school seems to be quite aware of their space issue and have investigated several options for various arrangements. One option mentioned was relocating the elementary class out of the small class in the front of the building. The school has attempted to negotiate the purchase/lease of the Virginia Pack site. Additionally, the school has requested the use of a Multipurpose space (attached). Other observations are as follows:

1. Classrooms were small and cramped in some areas.
2. Classrooms also appeared to be warm with very little air movement. My guide indicated that HVAC had been turned off. In light of the recent H1N1 concerns, a non-operating HVAC system could be a health concern. The HVAC system should be operational at all times to meet ASHRAE standards for health and safety concerns.

REST ROOMS

The bathrooms were small. It is noted that these facilities may need to be reviewed to ensure that it meets the requirements of the Americans Disability Act.

1. School may want to confirm the number of water closet requirements based on the student population.
2. Although not required, the elementary school student restrooms should be separate from the middle school students.

Special Education

0262

ROA 487

VIII. Special Education

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's Special Education staff a current certification and Highly Qualified status for special education teacher(s). NOT MET The MMBA special education teacher was currently certified as of 08/14/09, but Human Resources reports no evidence of highly qualified status as of 10/21/09.	1. Determine certification status of Special Education teachers. COMPLETED
2. Ensure that all special education teacher(s) and other personnel as appropriate will participate in special education trainings provided by the district. NOT MET Information: The MMBA special education teacher is included in the district special education list serve used to notify staff of a variety of information, including trainings. The teacher received a Special Education Teacher Manual 2009-2010 at the 08/12/09 training. The manual included a calendar of after school in-service dates/times/locations for 09-10. The special education teacher attended the beginning of year special education in-service on 08/12/09. Evidence: Sign-In Sheet. The special education teacher did not attend the after school in-service provided at three locations on three dates in October 2009. Reminder notification was sent by list serve email by Debbie Alexander on 10/07/09. Evidence: Sign-In Sheets The school psychologist provided on-site general Student Intervention Team (SIT) training for the MMBA staff on 09/30/09. Thirteen persons participated, including the SIT chairperson.	2. Notify MMBA teacher(s) and principal of all trainings. COMPLETED

0263

ROA 488

Student Intervention Team (SIT) Chairpersons training was conducted on 10/05/09. A letter was sent to the MMBA principal on 09/23/09 announcing training and data submission for the 09-10 school year. The MMBA chairperson was not in attendance. Evidence: Sign-in Sheet. All data provided at the 10/05/09 training was forwarded to MMBA on 10/06/09. Dates for quarterly training for the remainder of 09-10 and a reminder of data submission dates were included. The SIT quarterly log was due 10/20/09. It has not been received to date.	
3. Develop lesson plans and lessons based on each IEP and on the S. C. Standards. Technical assistance has not been requested.	3. Provide technical assistance as requested. NO REQUEST
4. Notify the Special Education database analyst of any new enrollment to determine eligibility for special education. NOT MET A list of students enrolled at MMBA as of 08/19/09 was delivered to Ms. Branham, database analyst, by Ms. White, MMBA special education teacher, on 08/19/09. This did not meet the due date for prior to opening of school. Ms. Branham reviewed the list, identified special education students, and emailed Ms. White students' names and disabilities on 08/20/09. Ms. Branham also verified the students were assigned to Ms. White's roster in the web-based IEP program. This ensures access to the IEP. No additional new student enrollment notifications have been received after 08/19/09. On 10/21/09, in response to a request by Ms. Branham, Ms. White verified her current student roster as complete for students currently served. On 10/05/09 Ms. White inquired by email about not being able to view information for three students on her roster. Ms. Branham verified access was available and responded.	4. Provide information regarding general education/special education status. Provide access to the IEP. COMPLETED

0264

ROA 489

5. Develop accurate and appropriate IEPs as needed and provide progress reports as required. NOT MET IEP progress reports are required by federal and SC mandate to be provided at least as frequently as general education students receive progress reports and as designated in the IEP. This has occurred for seven of the eleven students on the teacher's caseload. One student's IEP requires progress reporting every 4.5 weeks. As of 10/21/09, there is no record of an 09-10 progress report having been developed for this student; therefore, the parents and student have not been given the required IEP progress update. Three students' IEPs include quarterly progress reporting. This does not meet the requirement that students with disabilities receive IEP progress reports at least as often as general education students receive progress reports. The teacher participated in the 08/12/09 in-service training, but not the October training. Both addressed IEP items, and progress report reminders have been sent by list serve email.	5. Provide appropriate training at least annually. COMPLETED
6. Upon enrollment, determine special education status of any student enrolling from outside Richland One, provide comparable services, and follow appropriate procedures for placement of transfer students. No new enrollment notifications for students from out of district have been received for 09-10. No technical assistance has been requested.	6. Provide technical assistance as requested. No assistance was requested
7. Upon enrollment of a new student, special education records will be forwarded to the Richland One's Special Education consultant to determine if services, in addition to those provided by the special education teacher, are required. No notice has been received of new enrollees following the opening of the 2009-2010 school year.	7a. Review records of newly enrolled special education students. COMPLETED 7b. Provide feedback to MMBA COMPLETED

0265

ROA 490

***Summary of district findings**

MMBA has violated the charter agreement to comply with all aspects of federal and state laws related to the education of children with special needs. Additionally, the school has failed to comply with many of the strategies required by Richland One's Board of School Commissioners as outlined in the MMBA probationary plan. The specific violations are outlined in detail in the above chart.

*Complete staff reports are available at the end of this section.

Instructional Technology Services

IX. Instructional Technology Services

A. MMBA	B. DISTRICT STAFF
1. Provide to Richland One's ITS staff a list of resources to include: NOT MET A. <u>Books</u> Informational texts and library collections for student and teacher use Circulation statistics Selection policies and acquisitions data Budgeting information for library books An incomplete listing of informational texts and library collections • No circulation statistics • Inadequate budget for purchase of books B. <u>Technology Hardware</u> Number, models and ages of computers Obsolescence/replacement schedule Budgeting for new computer hardware ISP provider Incomplete Information C. <u>Equipment</u> Updated list of classroom equipment (many items noted in the 2003 charter are no longer used such as laser discs, slide projectors) D. <u>Online databases and resources</u> List of databases being used-both from state providers and school-based purchases Usage data for each database No usage data	1. Provide assistance, as requested, in identifying state and national standards and reviewing tools for print online and technology resources. COMPLETED
	2. Provide assistance in identifying vendors and pricing for technology hardware. COMPLETED
	3. Provide assistance in identifying vendors and pricing for technology hardware (including those currently available on state contract). COMPLETED
	4. Provide assistance in identifying vendors and pricing for content-related software and online resources. COMPLETED

0268

ROA 493

***Summary of district findings**

The print resources for MMBA's library are inadequate to meet the informational and recreational needs of the students.

Additionally, the school does not employ a media specialist and the amount of funds budgeted for library materials will not support the acquisition of a comprehensive collection.

0269

ROA 494

*Complete staff reports are available at the end of this section.

3

TO: Gerald Jenkins
Midlands Math & Business Academy

FROM: Ida W. Thompson, Director
Instructional Technology Services

THRU: Donna Hammett, Coordinator
Advanced Academic Programs

SUBJ: Resources and Library Media Center Recommendations from Site Visit

DATE: September 25, 2009

On Tuesday, September 15, I participated in a site visit to Midlands Math and Business Academy along with Donna Hammett, Coordinator of Advanced Academic Programs and Luke Fox, Executive Director for Information Services. Following a short meeting with you to review the school's overall operations and services, we made a tour of the classrooms and lab.

My particular interest was in the availability of print resources and materials, technology resources and school library services. The tour provided me with an opportunity to visit classes, observe students and teachers at work as well as to see the types of resources available to support student learning. Many of the materials I saw and examined were old, dated and dirty. Many of them were discards from other library media centers.

The following recommendations are based on my observations:

Highlights

- Contact had been made with Martha Alewine, State Library Media Consultant to discuss standards for school library media centers
- References and documents in the Instructional Technology Services Strategies Plan submitted to Richland One included SACS standards for media center staffing as well a questionnaire for gaining input from patrons on needed resources
- Funds totally \$1,500.00 have been budgeted this year to add materials to the media center
- Computers, laptops and SMARTboards are available in the school
- DISCUS, the state's virtual library, is accessible to students and staff. Professional development has been provided to staff on effective use of DISCUS resources by state program facilitators.
- Students participate in an online course from the SC Virtual Schools

Challenges:

- Adequate space for a comprehensive media center is needed to accommodate small groups, large groups and sufficient technology resources
- Providing an adequate budget to support the acquisition and sustainability of a quality collection is

Immediate Recommendations:

- Employ a (part-time) certified library media specialist to serve students and staff
- Immediately remove discarded and dated books and materials from classrooms and the media center
- Work with an established vendor to survey needs and select an appropriate print collection

Future Recommendations:

- Participate in and establish literacy programs to ensure students' access to current authors, genres and information literacy skills
- Purchase an automated library media center system to provide accountability for resources and easy access by patrons
- Upgrade SMARTboard software to current versions; provide SMARTboard training and certification for staff
- Work with an established vendor for appropriate magazine and periodical resources

Please respond with a written plan by October 16, 2009 regarding your plans to these recommendations.

TO: Mr. Gerald Jenkins, Principal
Midlands Math and Business Academy

FROM: Ida W. Thompson

SUBJ: Plans to Address Resources and Media Center Services

DATE: October 20, 2009

This letter is in response to your October 16 communication regarding the MMBA's plans for provision of print resources, media center services and support. I have listed the contact information below for several reputable vendors who can assist you with identifying and acquiring library media resources.

David Wendt (Library Collection Development)

South Carolina Based Account Manager
Follett Library Resources
888-511-5114 voice mail 3832
David.wendt@flr.follett.com

R. H. (Bob) Rinaldi (Destiny Library Automation)

Follett Software Company
brinaldi@fsc.follett.com <<mailto:brinaldi@fsc.follett.com>>
1-800-323-3397 X 7906 Voice Mail
1-910-673-1614 Office
1-910-986-0285 Cell
1-815-578-5106 Fax

Dana Reeves (Periodicals and Magazines)

Regional Sales Director
W. T. Cox Subscriptions
201 Village Road
Shallotte, North Carolina 28470
866-820-3374

Could you please outline your timeline for securing a certified school library media specialist? You may find it helpful to contact Dr. Samantha Hastings, Director of the School of Library and Information Science at the University of South Carolina. You can reach her at (803) 777-3858 Email: hastings@sc.edu.

Relative to the collection, I suggest you work with Mr. Wendt and have Follett design an opening day collection for your school, based on the student enrollment, grade levels and instructional program. This will ensure that there is a comprehensive collection available that meets state and national guidelines. You can review the South Carolina Standards for School Library Resource Collections which are posted on Ms. Alewine's website at the Department of Education. This document outlines the requirements for the school library media collection. While you have listed some titles from the Holt reading series, a much more in-depth collection should be in place to meet the informational and recreational needs of the students.

Relative to literacy programming, I suggest that all students at your school participate in the South Carolina Book Award Programs. You can find all of the details posted on the website of the South Carolina Association of School Librarians www.scasl.net.

As you work to respond to these suggestions, please detail the timelines and schedules you will be following to address needed personnel and resources.

Information Technology

0274

ROA 499

X. Information Technology

A. MMBA	B. DISTRICT STAFF
1. Conduct joint district (IT and ITS) and MMBA technology walkthrough to assess existing technology. MET	1. Make recommendations to MMBA for technology upgrades and improvements. COMPLETED
2. Develop a plan to provide 3:1 student-to-computer ratio (district ratio is 2.4:1) and provide a copy of plan to IT staff. NOT MET Incomplete plan	2. Provide assistance as requested for recommended computer models. COMPLETED
3. Develop a plan to equip each classroom with a digital projector and SMARTBoard and provide a copy of plan to IT staff. NOT MET Incomplete plan	3. Provide assistance as requested for recommended projector and SMARTBoard models. COMPLETED

*Summary of district findings

MMBA has submitted to the district a plan to update its technology and resolve many of its technology issues. The challenges are outlined in the IT response found at the end of this section. The major overall challenge in the school's plan will be budget and follow-through. Presently, MMBA's technology is not adequate for meeting the needs of students in a technologically driven society.

*Complete staff reports are available at the end of this section.



TO: Mr. Gerald Jenkins
Midland Math & Business Academy

FROM: Mr. Walter L. "Luke" Fox
Executive Director of Information Technology

SUBJECT: Information Technology Recommendations from Site Visit

DATE: September 17, 2009

On September 15, 2009, I, along with Ms. Ida Thompson, Director of Instructional Technology Services, and Mrs. Donna Hammett, Coordinator, Advanced Academic Programs made a site visit to Midland Math & Business Academy. Mr. Gerald Jenkins met with us and then escorted us to each classroom and lab. We observed classes in session in traditional classrooms as well as a lab. There were many positives observed as well as several challenges.

Positives:

1. There were 22 new Acer computers in a lab. These computers are industry standard computers running up to date software.
2. Students were using available technology. The lab was used for a business class. Students in another classroom were using laptops and distance learning to conduct advance classes.
3. Several classrooms had data projectors and SMARTBoards, but none were being used during the visit.

Challenges:

1. Standardize on a single computer platform and one vendor to improve reliability and service.
2. Conduct a complete technology inventory of ALL technology devices (computers, printers, projectors, SMARTBoards, etc.). Discard obsolete computers (Compaq, no name brand, etc.) in classrooms that do not appear to be useable. Determine the appropriate life cycle of each (laptops three years, desktop computers four years, etc.).

Information Technology Recommendations from Site Visit

3. Conduct annual budgeting to replace technology at the end of its life cycle to ensure all devices remain under warranty. Move towards the district standard of three students for each computer (3:1). This would mean approximately 40 student computers given your enrollment of 120. Move to a four year life cycle and an annual replace of 25% (10 computers).

4. Move toward placing a data projector and electronic whiteboard (SMARTBoard) in each classroom. Consider the integrated SMART 680i1 series integrated projector and SMARTBoard
<http://www2.smarttech.com/kbdoc/118882>.

5. Install and use a work order system to manage technology work orders. There are several free help desk software systems to consider:

- Web Help Desk - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDqg>
- Autotask - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDqg>
- Liberum - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDqg>

Please respond no later than October 15, 2009 with your plan to address these recommendations.

CC: Mrs. Donna Hammett
 Coordinator, Advanced Academic Programs



TO: Mr. Gerald Jenkins
Midland Math & Business Academy

FROM: Mr. Walter L. "Luke" Fox
Executive Director of Information Technology

SUBJECT: Information Technology Response to Midlands Math and
Business Academy's Technology Plan

DATE: October 20, 2009

I have reviewed the Midlands Math and Business Academy's (MMBA) plan to address technology challenges dated October 16, 2009. While MMBA does provide strategies that would resolve many of their technology issues, I am concerned with follow-through and budget.

Challenge 1: Standardize on a single computer platform and one vendor to improve reliability and service.

MMBA Strategy: MMBA has agreed to standardize on Acer for desktop computers. Acer is an acceptable vendor. They intend to purchase Acer computers from Best Buy. While acceptable, they should consider state contracts. Computer Solutions has been contracted to provide maintenance. This is acceptable.

Challenge 2: Conduct a complete technology inventory of ALL technology devices (computers, printers, projectors, SMARTBoards, etc.). Discard obsolete computers (Compaq, no name brand, etc.) in classrooms that do not appear to be useable. Determine the appropriate life cycle of each (laptops three years, desktop computers four years, etc.).

MMBA Strategy: Mr. Jenkins reported that technology that is being used is being logged and unusable technology being discarded. Logged must be defined as maintaining an accurate inventory of all technology. He further states a life-cycle for desktops of four to five years and laptops three to four years. This is acceptable, but longer than the district's life-cycle. This could result in older computers remaining in use by students, particularly if the budget does not support replacement.

Challenge 3: Conduct annual budgeting to replace technology at the end of its life cycle to ensure all devices remain under warranty. Move towards the district standard of three students for each computer (3:1). This would mean approximately 40 student computers given your enrollment of 120. Move to a four year life cycle and an annual replace of 25% (10 computers).

MMBA Strategy: Mr. Jenkins cites a commitment to replace technology to match the district's standard. However, he indicates this depends on available funding. My experience has shown that unless technology funds are firmly allocated, they will be allocated elsewhere.

Challenge 4: Move toward placing a data projector and electronic whiteboard (SMARTBoard) in each classroom. Consider the integrated SMART 680i1 series integrated projector and SMARTBoard <http://www2.smarttech.com/kbdoc/118882>.

MMBA Strategy: Mr. Jenkins states MMBA has begun research and meetings with possible vendors. Again, I am concerned with dedicated funding to provide appropriate technology.

Challenge 5: Install and use a work order system to manage technology work orders. There are several free help desk software systems to consider:

- Web Help Desk - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDgg>
- Autotask - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDgg>
- Liberum - <http://www.webhelpdesk.com/free-help-desk-software.html?qclid=CJzvwZqn9JwCFdFL5QodHFyDgg>

MMBA Strategy: Mr. Jenkins indicates MMBA has begun researching a work order system. I strongly recommend follow-through to ensure technology remains operational for teaching and learning.

MMBA Responses to MMBA Action Plan

Midlands Math and Business Academy

Core Knowledge Curriculum

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

What is Core Knowledge?

An Idea . . . that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.

A Guide to Specific, Shared Content . . . as outlined in the Core Knowledge Preschool Sequence and the Core Knowledge Sequence (K–8) (a grade-by-grade guide to important knowledge) and supported in Core Knowledge resources, including the What Your Kindergartner – Sixth Grader Needs To Know book series.

A School Reform Movement . . . taking shape in hundreds of schools where educators have committed themselves to teaching important skills and the Core Knowledge content they share within grade levels, across districts, and with other Core Knowledge schools across the country.

The Four S's

Core Knowledge Is:

Solid

Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

Sequenced

Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason, the Core Knowledge Sequence provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example, on pioneer days or the rain forest, but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators).

Specific

A typical state or district curriculum says, "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." But which people and events? What ideas and movements? In contrast, the Core Knowledge Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, "What do our children need to know?"

Shared

Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Common Misconceptions about Core Knowledge

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Before people become informed about what the Core Knowledge curriculum is and what's going on in Core Knowledge schools, they sometimes offer objections based on misconceptions or lack of accurate information. These pages offer responses to the most common objections, and invite people to find out more about how the Core Knowledge initiative can benefit their children, our schools, and the nation.

Our school already has a curriculum. We don't need to replace it with something else.

Does the school's curriculum state any specific knowledge goals? In most schools, the curriculum is defined in terms of very general processes and skills. Core Knowledge does not replace the skills-based curriculum; rather, it complements it by providing carefully sequenced and challenging knowledge in which to ground skills instruction. Core Knowledge is meant to comprise about half of a school's curriculum, thus leaving ample freedom for local requirements and variations. Schools already using the *Core Knowledge Sequence* have welcomed its ready accommodation to existing state or local requirements.

A common core of knowledge will make schools into cookie cutters that turn out the same product everywhere.

Most countries teach a common core of knowledge: are all French, Japanese, and German children alike? A common core of knowledge that makes up only about half of American schooling will be no threat to children's individuality. A body of shared knowledge will be taught in a variety of ways by different teachers, and responded to in a variety of ways by different students. And, influential as schools are, children are shaped by a great deal outside of school as well.

Students are unique individuals and can't be expected all to learn the same material.

Schooling should respond to the unique learning styles of each individual child.

There is no incompatibility between teaching a core curriculum and adapting instruction to the needs of individual students. Moreover, even as we look to teachers to bring out the best in each child as a learner, we also ask them to recognize the needs of each child as part of a larger community. All communities require some common ground. The community of the classroom requires, in particular, that its members share some common knowledge, because this knowledge makes communication and progress possible.

Specific academic content is not developmentally appropriate for young children.

What exactly does "developmentally appropriate" mean? Who is to decide what is "developmentally appropriate" for particular children? Are the topics recommended in existing curricula "developmentally appropriate"? For example, to cite one state's Social Studies curriculum framework, is it "developmentally appropriate" for second graders to "learn about the community and its components—stores, recreational facilities, protective and educational services," or to "explore components of the community such as shopping centers or community services"?

Must children in the second grade have their horizons bounded by the local mall, as opposed to the much greater reach of the *Core Knowledge Sequence* for second grade, which has children learning about China and India, ancient Greece, and the Civil War?

The question of "developmental appropriateness" applies less to content than to methods of instruction. That is, within reason, specific content is itself neither developmentally appropriate nor inappropriate. Given specific content guidelines, teachers are generally aware of how to deliver the content in developmentally appropriate ways: for example, not lecturing to kindergartners about the seven continents, but singing songs, making paper-mache globes, cutting out and coloring continent-shaped patterns, and making charts with animal's characteristic of different continents.

A curriculum that specifies what is to be taught at each grade level takes away the creative freedom of teachers.

Some educators argue that curricular decisions should be left up to the individual classroom teacher. They say that it is part of a teacher's "professional autonomy" to decide what should be taught. Yes, the individual teacher should have significant freedom to decide how to teach, and some say in what to teach as well. But to leave all decisions about what to teach up to the individual teacher is to place too great a burden on the teacher, to remove the opportunity for professional cooperation among teachers, and to lose sight of what schools need to be fair and effective.

Teaching a common core of knowledge, such as that articulated in the *Core Knowledge Sequence*, is compatible with a variety of instructional methods and additional subject matters. Teachers in Core Knowledge schools report that making the commitment to teach a shared body of specific knowledge is not confining but liberating. Given specific content guidelines, teachers can fashion a variety of creative lessons and teaching approaches, and collaborate by sharing ideas and resources. In general, teachers in Core Knowledge schools report a sense empowerment, both personal and professional.

Knowledge is changing so fast that the best approach is not to teach specific knowledge but to teach children to "learn how to learn."

"Learning how to learn" is an admirable aim but a misleading slogan. If learning is to proceed on any principle besides random chance, then schools need to follow a carefully sequenced body of knowledge. Why? Because children learn new knowledge by building upon what they already know. It's important to begin building foundations of knowledge in the early grades because that's when children are most receptive, and because academic deficiencies in the first six grades can permanently impair the quality of later schooling. The most powerful tool for later learning is not an abstract set of procedures (such as "problem solving") but a broad base of knowledge in many fields. The idea that "knowledge is changing" is only partly true, and, as it pertains to schools, mostly misleading. It is true that some ideas and terms — such as sub-atomic particles, "SCUD" missile, software, or the Commonwealth of Independent States — did not exist or were not widely known even as recently as a couple of generations ago. But the obvious fact that the modern world is changing — sometimes, as in the case of the breakup of the Soviet Union, in dramatic and dizzying ways — in no ways leads to the conclusion that "knowledge is changing so fast that we can't keep up with it" or that "what we learn today will be obsolete by the year 2,000." The basic principles of science and constitutional government, the important events of world history, the essential elements of mathematics and of oral and written expression — all of these are part of a solid core that does not change rapidly, but instead forms the basis for true lifelong learning.

In curriculum, "less is more"; schools should not try to cover a lot of content but instead should help students master a few areas in depth and detail.

Many among us perhaps share grim memories of, for example, the high school history course as a superficial blitz through a heavy textbook crammed with facts, names, and dates. Courses like this are what make many people respond warmly to the idea that "less is more." Surely, we think, we would have learned more if we had been confronted with less, if we had been allowed to investigate specific issues and questions in depth and detail. Does it follow, then, that when it comes to knowledge, less is more? Like most slogans in education, there is some truth to "less is more," but also some danger when the slogan is wrongly construed or thoughtlessly applied.

It is hard to disagree with the view that deep knowledge is better than shallow. But — particularly in the elementary years — it does not follow that deep knowledge of a few things is better than broad knowledge of many things. In fact, one needs both — both deep knowledge and broad knowledge. To help children gain breadth of knowledge is to help them lay the foundation on which they can build new knowledge, including more in-depth, specialized knowledge. The best time to acquire broad general knowledge is in the early years, when children are most curious and receptive. In these early years, the idea of "less is more" does not apply, and is especially irrelevant, even potentially damaging, to students from disadvantaged backgrounds, who may be left behind while some advantaged students learn a desirable breadth of knowledge at home. The idea of "less is more" is misleading because it flatters a strain in some educational theory that disparages challenging content and focuses instead on feelings, attitudes, and "self-esteem." But there is one sense in which "less is more" applies even to the early years. This sense is not in opposition to broad and rich knowledge, but in encouraging selectivity about the way in which broad and rich knowledge is chosen. Educational planners need to take on the responsibility of selecting a rich core of important knowledge, defined in an explicit sequence. It is this particular sense of "less is more" that informs the process of selection and consensus-building that went into the *Core Knowledge Sequence*.

The content of the *Core Knowledge Sequence* was arbitrarily decided by a few people who have no right to tell others what they should know.

The content specified in the *Core Knowledge Sequence* represents a broad consensus of diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts on America's multicultural traditions. Provisional versions of the curriculum were reviewed and revised by panels of teachers. In March 1990, the curriculum was further revised by almost 100 people, of diverse backgrounds and interests, attending a national conference sponsored by the Core Knowledge Foundation. As more schools teach Core Knowledge, teachers participate in occasional updates of the Sequence. In short, Core Knowledge, far from being arbitrary, is more democratic and broadly representative than any current alternative we know of.

Certainly the consensus behind *Core Knowledge Sequence* is more diverse and democratic than the de facto curricular decisions made by a small group of educational specialists and commercial publishers who issue the textbooks that often drive curriculum in schools today.

It is elitist to specify a body of content.

A central motivation behind the Core Knowledge initiative is anti-elitist. The goal is to guarantee equal access for all to knowledge necessary for higher literacy and learning. Such knowledge is currently possessed only by the educated elite—and that's the problem. Our aim is to make that knowledge available to all through the institution available to all: universal public schooling.

Core Knowledge is critically important for children from disadvantaged backgrounds. As Albert Shanker, past president of the American Federation of Teachers, has written, as long as curriculum remains completely a matter of local choice, "schools and school districts are free to hold students up

to high standards or, as often happens in the case of disadvantaged children, to decide the kids can't do the work and give them a watered-down curriculum. The trouble with this is that it virtually guarantees these children will fall behind their more advantaged peers—and never catch up" (New York Times, Dec. 16, 1991). In a Core Knowledge school, however, all children are taught a core of challenging, interesting knowledge that provides a foundation to build on year by year.

Our population is changing, and schooling needs to change to meet the needs of an increasingly diverse population. What we need is a curriculum that is more multicultural.

Schools should foster respect for diversity, and a curriculum should include the study of many cultures. Typically, however, state and district curriculum guidelines do not define specific multicultural content. Rather, they prescribe a set of nice-sounding but vague goals and attitudes, such as the following from one state's "Curricular Framework for Social Studies":

- Understand the characteristics and development of cultures throughout the world.
- Understand that societies reflect contributions from many cultures.
- Understand and appreciate various dimensions of world interdependence.
- Understand historic and current events from the perspective of diverse cultural and national groups

These are admirable goals that nod in the direction of multiculturalism—but where is the specific multicultural content? Without some specificity, the door is open to repetition and gaps. How many times will children study the Woodland Indians, and yet perhaps never examine the different ways of life of the Anasazi or the Cheyenne? Will children study Mexico but not Japan, Kenya but not China? Or Kenya in second grade then again in fourth? If we truly want our children to know about and appreciate many cultures, then we need to specify which cultures, and teach them in a way that broadens their perspective on the world and its diversity, rather than bores them with repetition or leaves them unaware of people and places that most educated people know about.

The job of the teacher is to teach children, not subject matter.

There's something warm and appealing in that slogan. After all, it gives top priority to children—and don't we all want the highest priority of teachers to be the best interests of our children? But there's something disconcerting in the way the imperative to "teach children, not subject matter" is phrased. It suggests an either-or situation: either you teach children, or you teach subject matter. The implication is that teachers who teach "subject matter" are somehow not teaching children!

But what exactly does it mean to "teach children"? Are we in fact teaching children if we do not teach subject matter?

What a strange pass American education has come to when many educators assume that between children and subject matter there is some fundamental incompatibility, as though they were, as the old saying goes, like east and west, and never the twain shall meet. One would have thought, rather, that the challenge for the teacher is to link east and west — that is, to bring children and subject matter together, through practice, hard work, and imaginative and creative endeavors that kindle in children the love of subject matter that the teacher herself or himself feels (or should feel).

Students don't learn from rote memorization of isolated facts. What children need is not a bunch of facts but critical thinking skills.

Those who think that the only way to teach specific content is through rote memorization need to observe the many imaginative, resourceful, and creative ways that teachers in Core Knowledge schools have found to engage their students in active learning of important knowledge: through

dramatizations, art projects, writing workshops, collaborative learning groups, research projects, etc. Yes, children may occasionally memorize a poem or the Preamble to the Constitution—but these are valid learning experiences, which, in fact, children enjoy, and from which they get a sense of pride and achievement.

Behind the outcry against "rote memorization" lies a deep prejudice — a prejudice against fact. Many educators object to any curriculum that says, for example, that children should learn the seven continents, because that is "mere fact." To teach facts, they say, is to reduce education to "Trivial Pursuit." Granted, some facts are trivial. Who starred in "Car 54 Where Are You?" That's trivial. But, who was Dred Scott and what was the significance of the Supreme Court's Dred Scott decision? That's worth knowing: it gives you insight into the causes of the Civil War as well as historical perspective on race relations in the United States.

No one wants schools to think of curriculum solely in terms of facts. We also want—and students need—opportunities to use the facts, to apply them, question them, discuss them, doubt them, connect them, analyze them, verify or deny them, solve problems with them. All these activities, however, rely upon having some facts to work with. Without factual knowledge about an issue or problem, you can't think critically about it—you can only have an uninformed opinion.

Many teachers may not have learned much about Ancient Egypt or the Industrial Revolution or photosynthesis. So how can you put such content in a curriculum? You can't expect teachers to teach what they don't know.

Educators are fond of talking about preparing children to be "lifelong learners." Why don't we have equal confidence in our teachers as lifelong learners?

Schools that build a program on the *Core Knowledge Sequence*, many teachers express initial anxiety about having to prepare to teach topics they're unfamiliar with. But, once they make the effort (and it does take hard work), they often express tremendous enthusiasm and a rekindled love of learning, which carries over to their students.

A second-grade teacher at a Core Knowledge school in the South Bronx wrote to tell us that: Core Knowledge has made a major difference to my students and myself. I am very excited about teaching interesting subjects. The content is thrilling and fascinating for me as a person and a teacher. I feel that my interest and energy rub off on my students. They are "turned on" because I am "turned on." In addition, I have also developed a close working relationship with other teachers. There is congruence and unity among us. My students are learning high level concepts. They are being challenged and they love it!

Core Knowledge is just another passing educational fad.

There are plenty of educational fads around, with no grounding in solid research or real scholarship. Core Knowledge is not one of them. The idea behind Core Knowledge is supported by the top reading researchers in the nation: in the recent report called *Becoming a Nation of Readers*, they observe, "Even for beginners, reading should not be thought of simply as a 'skill subject.' It is difficult to imagine, for instance, that kindergartners could be called literate for their age if they did not know *Goldilocks and the Three Bears* or *Peter Rabbit*" (p. 61).

Perhaps the most important research attesting to the power of Core Knowledge is the long experience of educational systems in other countries — all of which teach a common core of knowledge — consistently rated as the best in the world both for excellence and fairness.

List of Textbooks

English/Language Arts

4th-5th Grade

Trophies/Harcourt

6th-8th Grade

Elements of Literature/Holt, Rinehart & Winston

Science

4th-5th Grade

Science/Harcourt

6th-8th Grade

Science Explorer/Prentice Hall

Math/Algebra

4th-8th Grade

Saxon Math/Saxon

Social Studies

4th-5th Grade

United States History/Houghton Mifflin

6th Grade

World History/Holt, Rinehart & Winston

7th Grade

Contemporary World History/McGraw Hill

8th Grade

SC-The History of an American State

Planning Tools

The planning tools that are utilized by MMBA listed below and a brief overview of each.

Day-by- Day Planner

The **Day-by-Day Planner** provides teachers with a comprehensive and explicit guide to implementing the *Core Knowledge Sequence* in their classrooms. The *Day-by-Day Planner* is only one of many possible ways to organize instruction but we think you will find it both convenient and time-saving. This *Planner* provides various levels of support for the implementation of:

Language Arts
History and Geography
Visual Arts
Music
Mathematics
Science

Core Knowledge Sequence

The essential document for any Core Knowledge teacher or school, the *Core Knowledge Sequence* provides a detailed outline of specific knowledge to be taught in grades K–8 in Language Arts, American and World History, Geography, Visual Arts, Music, Math, and Science. The content specified in the Sequence complements the general skills and objectives typically found in state and local curriculum guides. An introductory essay discusses the research and consensus-building efforts behind the Sequence and describes the basic steps of implementing a Core Knowledge school program.

Core Knowledge Sequence offers a Grade-by-grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a share core of knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know.

What Your ____ Grader Needs to Know

What Your _Grader Needs to Know covers the basics of language arts, history and geography, visual arts, music, math, and science for each grade level... A collection of American speeches, tales from around the world, math problems, and biographies of famous scientists add to the book's usefulness and enhance the pleasure of both adult and child as they work together.

In one convenient volume per grade — from What Your Kindergartner Needs to Know through What Your Sixth Grader Needs to Know — the seven-volume Core Knowledge Series provides parents, teachers, and children with an engaging, illustrated introduction to the important knowledge outlined in the *Core Knowledge Sequence*. Each book suggests related readings and resources.

South Carolina State Standards

The S. C. State Standards are primary focus of classroom instruction. The state standards guide the development of curriculum plans and lesson plans. MMBA has utilized the SC State Department of Education materials such as the Standards Implementation Guide, SC Department of Education Support Document and websites, and the ETV streamline website.

Technology

MMBA utilizes Smart boards, LCD Projectors, overhead projectors, laptop computers, desktop computers, scanners, audio cassette players, compact disc players and radios to enhance instruction within the school.

Supplemental Materials

State standards are vital and to produce a knowledge base for students, MMBA teachers have used the following materials as supplements:

SC PASS/PACT Coach books
Treasury of Literature Writer's Journal-Practice Book
Cousin by Virginia Hamilton
The Giver by Lois Lowry
To Kill a Mockingbird by Harper Lee,
State Newspaper

Supplemental Continued

Foss Kitts
SC Science Assessment
Pearson Learning Materials
Classroom atlas
Reconstructing America by Joy Hakin
Horizons by Harcourt
We the People by Harcourt Brace
A Celebration of Young Poets of NC/ SC by Creative Communication, Inc.
Houghton Mifflin Spelling by Houghton Mifflin
Comprehensive We Use by Rand McNally & Co.
Afro-American Folklore by Harold Courlander
From Slavery to Freedom by John Hope Franklin
Greek Mythology by Troll Associates
Large Print Word Finds by Kappa Books
Comprehensive Curriculum of Basic Skills
American Reader Activity by D.C. Heath
Comprehension by American Education Publishing
Language Arts Today by McMillan
Civil Rights in America by Creative Teaching Press
Favorite Greek Myths by Mary Pope Osborne
The Interactive Reader Plus by McDougal Littell

African-American Read Aloud Stories by Susan Kantor

Websites

www.mhkids.com

www.everbind.com

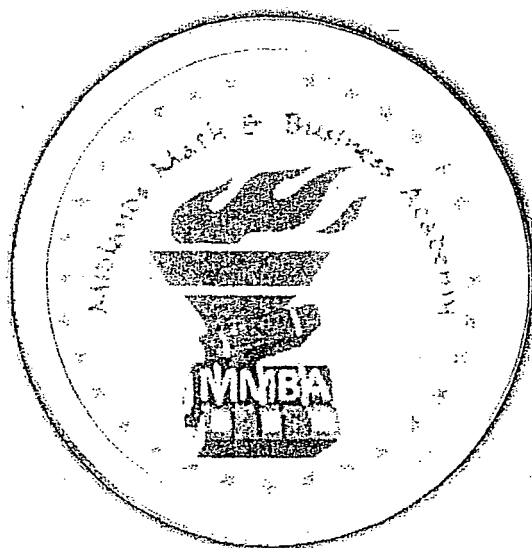
www.coreknowledge.org

www.teachnology.com

www.coreknowledge.org

**Midlands Math and Business Academy
Data to Drive Instruction Strategies**

September 2009



Mr. Gerald A. Jenkins
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Overview

Data Driven Instruction is an integral part of achieving higher levels of students' achievement. Growth is the overarching idea that fuels the 21st Century schools. We believe that Data Driven Instruction can increase student achievement by making sure that information is retained rather than instantaneously assessed.

At MMBA, Success Maker and Edutest have been a help in formulating a plan to increase students knowledge base. Listed below are strategies that MMBA plans to implement in order to drive instruction using data.

At MMBA, we are going to dialogue about how we can better use data to drive instruction through grade level and inter-grade level collaborations. We will collect student data to make informed decisions for instruction and meet accountability standards. The results that are collected from the benchmark testing and Success Maker will be analyzed as a group. From this analyzing process we will identify target areas for improvements. Planning and adjustments in instruction will be done to address problems in the delivery or retention of state standards. The Math and Literacy Tutors will receive data to complete Student Improvement Plans (SIP). Student Improvement Plans are comprehensive in that they will include teacher input through dialogues and/or academic plans that are completed for students that were below basic on PACT. The SIPs will identify the weaknesses and strengths of a student and the strategies that will be used to address the student needs.

Effective strategies and any techniques that teachers have utilized will be shared. MMBA will celebrate successes in student achievement. Student progress should be celebrated and recognized. We have monthly success celebrations for our students.

Certificates will be given out with an explanation of their achievement. We, also, will have a special activity for students who show growth and progress based on goals set and test results.

Small group instruction will be a strong agent in helping our students to achieve academic growth. The small group instruction will lend itself to personalized instruction, at times.

The reports that are generated from Success Maker and the benchmark testing will be used to guide the instruction and it will serve as a driving force for the school. As the data is analyzed, instructional strategies will be adjusted. Just looking at data is not enough, formative assessments can be embedded in content lessons through a variety of activities from formal questioning to very informal assessing techniques. Focusing on using formative instruction in the daily reflection of ongoing content- particularly in spiraling or scaffolding content will ensure that all students are moving, even if at a different rate of speed.

The PASS test is a snapshot that the state takes of a school's effectiveness at teaching difficult educational concepts. Any information or developments pertaining to PASS will be shared with the faculty by ensuring students are receiving equal instruction in the same curriculum and teachers are instructing students with the same understanding of skills that will allow MMBA to better address the present student needs.

Summative assessments become celebrations of content mastery by giving the student proof of ability (builds confidence) and giving the teacher a baseline of what students' strengths and weaknesses are currently.

Effective implementation of Data Driven Instruction can increase student achievement by providing student buy-in if the assessment show them specifics they have mastered and specifics that are holding them back.

MMBA will work to cultivate a new culture of accountability in our school. Allow time for staff to review data and converse about the results. In an effort to create a "new culture of accountability", I will begin to employ a more "relaxed" environment where teachers feel more comfortable with discussing their successes or weaknesses. I will work extremely hard to have teachers reflect on their instruction as it relates to student success.

SUCCESSMAKER STRATEGIES

Individualized Instruction

SuccessMaker will offer individualized instruction at the level each student is ready to learn. The computer gauged questioning from below to above grade will make the MMBA staff, parents, and students aware of their present ranking. The level of ranking will not be too difficult or too easy for the student. The individualized instruction that SuccessMaker offers will enable the school to tailor the small group instruction to meet specific needs of the student population.

Lab Frequency

Each middle school student enrolled in SuccessMaker will use the program at least 4 to 5 times per week for at least 30 minutes. The elementary student will utilize Success Maker at least one hour per week.

Reporting

Recent updates of students' progress generated by the lab manager will keep MMBA parents informed.

The MMBA teachers, and Math and Literacy Tutors will utilize reports to make modifications to small group instruction and assign interventions and worksheets. In addition, they will evaluate students and class reports for the students' performance and acquisition level of skills.

The office of AARE will receive a Cumulative Performance Report at the end of every nine weeks.

Edu Test Strategies

Instructional Mechanisms

This test provides a variety of test covering three versions (pre-, mid- and post-test) of mathematics and reading assessments in grades 2-8. The number of test items per test ranges from 30-45 items per test depending on grade and subject. The Reading tests are based on the South Carolina English Language Arts Curriculum Standards. The Mathematics tests are based on the South Carolina Mathematics Curriculum Standards.

The core teachers will dialogue and review the reports. The administration, teachers and tutors will address the needs of the students to parents through conferences. The teachers will adjust their instruction and monitor the progress of the students. The reports will be submitted to the MMBA administrator, as well as, Richland One's AARE department.

Administrators Report

Administrative Assessments are used to assess multiple classrooms across our school.

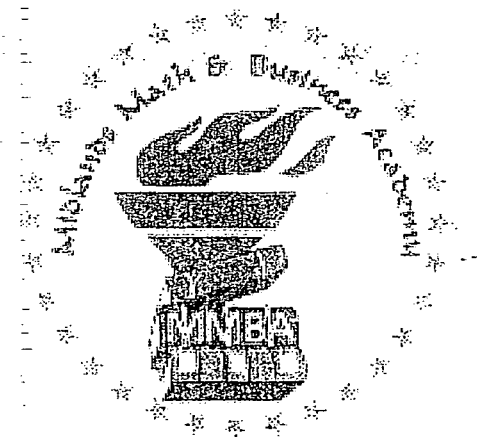
Administrative Assessment results are reports for the following types of assessments: Fixed Benchmark Tests and Administrative Create-A-Test.

Reports for these types of assessments are available at the classroom, and school level, providing administrators with data across their school. This data can then be used to align professional development resources and curriculum support and monitor student's progress. Teachers can use these reports to provide focused instruction based on student needs prior to the next assessment session.

Plato Edutest Assessment provides a number of Administrative Assessment reports for teachers and administrators that visually organize student results. Classroom Assessments are scheduled by administration and the lab manager from the Create-A-Test. The reports from this type of assessment contain a great deal of information, including the class mean score, item analysis, and a breakdown of student score by objective. Classroom Assessment results can be used by teachers to identify immediate instructional needs of the entire class, immediate instructional needs of specific students, and the success of recent instruction. Administrators can also access these reports to look at activity across classrooms between subsequent testing periods. Assessment reports are typically available within-2 hours of the testing period with a guaranteed availability of reports in 24 hours.

Midlands Math and Business Academy Professional Development Plan

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Overview

Learning never ceases for a teacher who is committed to providing excellent instruction. A craft has to be updated and enhanced. The craft of teaching is powerful, because it's personal, informative and enduring. Students benefit from teachers who are, themselves, still students. Teachers must continuously refine their instructive talents through meaningful coursework and seminars. Teachers must keep their minds fresh, their attitudes revived, and their empathy for students intact.

Learners cannot learn from teachers who have forgotten how to learn, and have detached themselves from the learning process. The administration at Midlands Math and Business Academy advocated quality professional development through Thursday afternoon meetings, through outside consultant who offer instruction in teaching methodology, and through numerous opportunities for faculty to attend professional conventions and curriculum development seminars. The teachers at MMBA will attend Richland One's professional development activities, South Carolina Department of Education, SCETV, in house Curriculum and Instructional Strategies, and any other seminars or workshops deemed appropriate and budget friendly. Many of the 2009-10 trainings will occur during teacher workdays and our Thursday meetings.

MMBA will embrace the South Carolina Professional Standards to guide the professional development for the faculty, to ensure the validity and reliability of the professional practices that teachers are asked to implement.

Rationale

The professional development plan for Midlands Math and Business Academy is structured upon an understanding of the student academic needs and the expressed interest of teachers. MMBA's expectation is for our teachers to provide instruction to students that will challenge their minds and tap undiscovered talents and/or skills. Special education, remedial, and above grade level students are all entitled to a well planned instruction from teachers who know their needs. Many of the in house training or meetings will be to discuss Improvement plans for struggling students and the intervention will need to be implemented. It is MMBA's intent to provide individual or small group instruction, as well as curriculum based. Our weekly meetings will be an opportune time for the administration to make plans to address student needs, analyze data, research and brainstorm best practices and colleagues will collaborate to enhance school academic performance. Through the Professional Learning Community that we are officially establishing, many of the teachers will share with their peers, and the PLC will help to maintain the support within their own community. Support from within our community will foster teacher networking, cooperation among colleagues and expansion of the teacher's effectiveness. Professional learning communities have been noted to enhance teacher's effectiveness thusly benefiting students being served.

As teachers return from professional development experiences, they will share with the group the information they received.

Evaluation

The ADEPT and GBE observation tools will continued to be utilized as an observation tool for effectiveness of teachers. The teachers will write professional goals they desire to achieve and improvements that need to be made will be written in a plan that is devised by a team. Training, attending workshops, seminars and professional organization conventions, and development of our professional learning community will ensure a successful year at Midlands Math and Business Academy.

Class visitations will be used to write observations and to offer suggestions for continual improvement, as well as to celebrate classroom achievements.

In the 2009-10 school year, the goal of MMBA is to properly train its faculty in a learning focused environment and upon receiving the Making Middle Grades Work grant, a team will attend the summer conference.

Teachers will be trained in *Making the Grade* software for daily student attendance recording and input student grades.

Midlands Math and Business Academy
Professional Development Opportunities
School Year 2009-10

The topics listed are the primary targets of discussion and training for each month listed. Any scheduled activities will be encompassing the chosen topic for the month. Other areas such as technology differentiated instruction, classroom management, instructional strategies, literacy across the curriculum, implementing standards and others will be intertwined in the listed topics. The faculty members will address some focal points in attending conferences and other professional related events and then report back to the group on a Thursday afternoon. All the topics below will include all staff members, unless otherwise noted.

August Review of Action Plan Long Range Plans Pacing Guides Core Knowledge September Charter School Information Interdisciplinary Units Special Education Update MAP Orientation October Student Achievement/Progress Behavior Contract November Character Education Customer Service Student Mentoring Interdisciplinary Units December Review of Student Academic Plans	January Student Achievement/Progress Strategies for PASS Preparation February Review of Alignment of Core Knowledge/SC Standards Interdisciplinary Units March Student Achievement/Progress April Strategies of PASS Preparation Interdisciplinary Units May Review of 2009-10 school year goals Setting of 2010-2011 school year goals

National Staff Development Council's
Standards for Staff Development (Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

South Carolina Standards for Professional Development Adopted March 2000

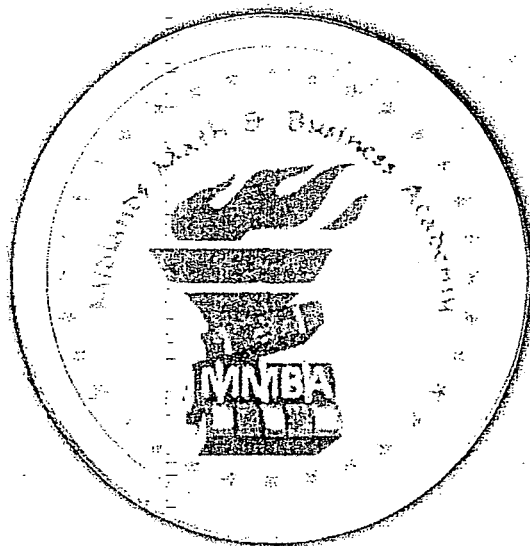
Effective staff development that produces results for adults and students addresses organizational culture, processes of adult learning, and content for learning.

The standards are divided into three categories:

- a. **Context** standards address the organization, system, and culture in which the new learning will occur and be implemented.
- b. **Process** standards refer to the design and delivery of staff development. They describe the processes used to acquire new knowledge and skills.
- c. **Content** standards refer to the actual skills and knowledge that effective educators need to possess to produce higher levels of student learning.

The reports from this type of assessment contain a great deal of information, including the class mean score, item analysis, and a breakdown of student score by objective. Classroom Assessment results can be used by teachers to identify immediate instructional needs of the entire class, immediate instructional needs of specific students, and the success of recent instruction. Administrators can also access these reports to look at activity across classrooms between subsequent testing periods. Assessment reports are typically available within 2 hours of the testing period with a guaranteed availability of reports in 24 hours.

Midlands Math and Business Academy
Past 5 years Professional Development Plan
2004-2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Over the past five years, Midlands Math and Business Academy has covered a vast amount of information through Professional /Staff Development that directly focused on helping to achieve student learning goals and supporting student learning needs. MMBA has a long-term commitment that is a collaborative endeavor - teachers and administrators work together in planning and implementing. Many of the activities have been school-based and job-embedded.

Developing the knowledge and deep understanding of an educational practice, as well as the skill to use it effectively in the classroom, does not occur overnight. Commitment to sustained professional development is demonstrated by administrators who create supportive structures such as teams, devise schedules that provide staff members with development time, and place a priority on funding for professional development activities.

The content of our professional development program was heavily based on organizational needs. MMBA's focus circumference the following categories and the connections among them:

- Instructional leadership
- Instructional practices
- Assessment
- Curriculum development
- Understanding the learning process
- Enhancing learning within the school

MMBA was focused on helping to achieve student learning goals and supporting student learning needs. There were many workshops and training sessions that were held in the area of curriculum development. An Awareness of the Core Knowledge and the researched effects that it has on schools was embedded in every school year. Many of the Curriculum Development workshops were conducted by the trained professionals of the Core Knowledge Foundation. Local resources were utilized such as SCETV, The South Carolina Arts Commission, The South Carolina Public Charter School Association, South Carolina Department of Education and others.

A collaborative endeavor - teachers and administrators work together in planning and implementing. Involving teachers in identifying specific needs for professional development and how they might best be met, and in designing professional development activities, enhances teachers' sense of ownership and professionalism. For example, teacher-leaders were asked to facilitate workshops for colleagues on specific instructional strategies they have researched and implemented in their classrooms. MMBA teacher-leaders conducted model lessons on smart boards using LCD projectors. Consultants from Gateway conducted training for teachers on the use of laptops and smart boards and its capabilities.

The collaborative planning fostered learning together as we did the following:

- Plan curriculum units, or lessons including classroom-based assessments
- Examined student work
- Examined test scores
- Plan use and evaluation of instructional practices
- Develop student tutorial program using student data
- Faculty/team meetings

MMBA has conducted School-based and job-embedded professional development activities. Professional development has taken place in many different situations: during teacher planning, in grade-level meetings where teachers reflected together on their work, and problem solve together. Interdisciplinary Units were developed within these settings during and after school.

Effective programs acknowledge that teachers, like their students, are at different levels of readiness and have varied interests and preferred ways of learning. To meet these varied needs, professional development is flexible and approached in several ways, such as whole-staff workshops and mini-workshops. While a whole-staff workshop is often used as a starting point to establish a common base of knowledge, it can also be viewed as a way to help each of the teachers to identify specific instructional strategies, or areas of interest that they would like to pursue in more depth.

Note: Many of the workshops mentioned in this document occurred within the last two years.

Midlands Math and Business Academy Teacher Qualifications

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

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Teacher Turn-over Strategies

Overview

MMBA is committed to provide the best education possible to student. MMBA is fortunate to have a staff of talented professionals. The staff listed below has been loyal to the school and we are grateful to have each of them. MMBA believes that it is a powerful element to have a staff that believes in their place of employment.

MMBA entered into an Action Plan issued by Richland One to ensure the quality of education being rendered to the students that are being served. The first required piece of information requested is **Section V. Teacher Certification, Evaluation and Turn-over Strategies.**

Staff Certification

As requested, all the teachers names, certification numbers and the subject taught are listed.

Name	Certificate #	Exp. Date	Subject
James H. Baker III	54094	6/30/2009	Soc. Stud.
Esther Ephraim Etokitiot	217980	6/30/2009	Science
Gloria Smalls Garmany	81234	6/30/2010	ELA
Virginia C. Sanderson	116780	6/30/2012	ELA
Elsie P. White	59232	6/30/2012	Spec. Ed.
Yvonne White	170474	6/30/2013	Elem.
Rosetta S. Roberson	079235	6/30/2009	Math
Erin Elizabeth Fisher	235551	6/30/2010	Elem.
Melanie W. Howard	166080	6/30/2013	Elem.
Sheyrian P. Davis	97491	6/30/2009	Curr. Coord.
Eleanor Harris	100349	6/30/2009	Curr. Coord.
Reginald E. Flenory	230299	6/30/2009	Principal/Teacher
Lelia Joy Glover	213799	6/20/2009	Spanish
Bernice White	N/A		Math
Gerald Jenkins	N/A		Business

Highly Qualified Status

The English/Language Arts, Social Studies, and Science teachers at MMBA are Highly Qualified.

Non-Certified Teachers

We are still in compliance with the S.C. Charter School Law that states the teacher must hold a bachelor's degree in the area and demonstrate content knowledge for the core academic subject taught. Bernice White, a math teacher, does satisfy these qualifications.

Gerald Jenkins is a certified Career Specialist, with the Center for Credentialing and Education. Gerald Jenkins certification number is GCDF09772.

Certification Status

MMBA does comply with the charter school law, in regards to the 75 percent of the teaching staff within the charter school must have full certification. MMBA has 83 percent of its staff certified.

Teacher Improvement Plans

Currently, there is not a teacher at MMBA on an improvement plan.

Teacher Turn-over

Over the past two years, only 2 teachers have resigned from their position. The teachers' names, year of exit and subject taught are listed below as requested.

Name	Year of Exit	Subject Taught
Gayle Faust	2007-2008	Elementary Teacher
Ishmael Brown	2008-2009	Math

Midlands Math and Business Academy

School Leadership

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

VI. Leadership Strategies

Item 1

Provide to Richland One's Charter School Liaison a list of school administrators and years each served in his/her positions over the past 5 years.

MMBA opened its doors to serve students in the 2004-2005 school year. As requested, MMBA is providing Richland One with a list of administrators and the years each served in his/her positions over the past 5 years.

Years of Service	Name of Administrator
2004-2008	Michelle Spradley
July-October 2008	Bernetta Dinkins
October-Present	Reginald Flenory
Beginning in May	Gerald Jenkins

Item 2

Provide to Richland One's Charter School Liaison a list of administrators to include position title, and certification credentials for each administrator for the 2009-2010 school year.

Administrator Title	Certification Credentials
Principal-Reginald Flenory	Certified in School Administration
Interim Principal-Gerald Jenkins	4 years of Supervisory Experiences, Certified Career Specialist, SC Department of Education Leadership Institute

*Change to above Information

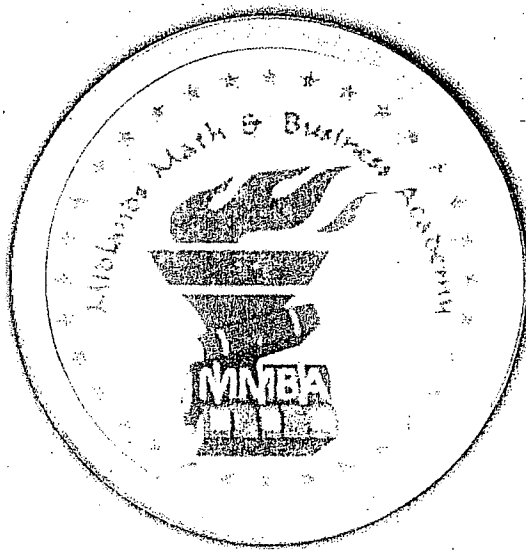
-Gerald Jenkins replaced Reginald Flenory as Principal of MMBA in September, 2009.

-Patricia Ward served as Assistant Principal from July, 2004 – July, 2005.

Midlands Math and Business Academy

Facilities Strategies

September 2009



Mr. Gerald A. Jenkins
Interim Principal

Dr. Percy Mack
Superintendent, Richland One School District

The current facility that Midlands Math and Business Academy is housed in is located in the Children's Center Plaza a 2638 Two Notch Rd Suite 204 and it is 11,000 square feet. The enrollment of the school is 119 children through grades 4-8. The overarching facilities needs of MMBA remains to be more square footage. It would be great to have a larger facility for the staff and students of MMBA.

MMBA needs a multipurpose room. Currently, we must rent facilities in the Columbia to accommodate activities that warrant large crowds. We would like to have a consistent centralized location that we may be able to host Awards Ceremonies, Graduation Ceremonies and school-wide assemblies. It would be convenient for parents to be able to come to the school for special school activities. We have been fortunate to have parents within our school who were considerate enough to adjust and remain positive.

This multipurpose room will also serve as a cafeteria for our students. The students are currently eating in their classroom and we would like to provide them more space.

MMBA is also in need of a conference room to hold meetings, training and other activities for small groups of people. There is no conference room in the building we currently occupy, and a space designated for these types of purposes would be beneficial.

MMBA has used the facility it has now for over 5 years and would like to expand its program and add other amenities such as space for parent meetings, student clubs and other activities. We are currently using the classrooms for many of these activities. Many of these activities call for tables and chairs and not student desk. We would like to have the added convenience of scheduling a meeting and not have to break down a room, setup for an activity and brake down the room again and set the classroom back up again. It is a very tedious task, but if we had a space designated for such activities, it would allow for an easier setup for the activities.

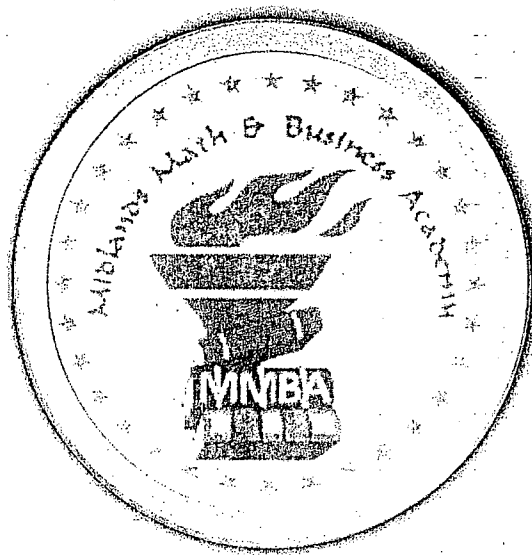
Each year we have a science fair for 4-8 grade students. Each student is required to participate with an exhibit. Due to the lack of a large room to display the exhibits, the science exhibits are placed along the hallways. Sometimes these exhibits are damaged due to movement through the hallways.

MMBA also sponsors an African American Jingo night, and Math Family Night each year. The participations at these events are tremendous. Many of our parents, students, and other visitors do not get to participate in all of the events due to lack of space.

We would appreciate the district's assistance for a temporary solution until a permanent resolve can be obtained.

Midlands Math and Business Academy
Instructional Technology Services Strategies

September 2009



Mr. Gerald A. Jenkins
- Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Instructional Technology Services and Strategies

Instruction is the meat of the meal planned for the schools. Instruction and its delivery is the mechanism by which schools are judged. At MMBA, we are strong advocates for technology in the classroom and adding into our program to enhance learning. MMBA is committed to strengthen its teachers and students to be able to compete locally, as well as, globally. The Action Plan asked for specific information concerning books, technology hardware, equipment and online databases and resources. We have completed a list of items in this document. Any information related to instructional technology strategies that are available and MMBA is not implementing, we are willing to receive the training, information and any resources that are available.

Informational text and library

This is a list of the informational text and library items on hand at MMBA. The books are selected by the Administrator, Curriculum Resource Teacher, and the Core Knowledge Coordinator and a teacher.

Materials are selected to support the curriculum and instructional program of the school as well as the needs and interests of all patrons (i.e., students, teachers, administrators, and support staff).

Criteria for Selection

The following criteria are recommended as a guide to selecting the best resources for the library media center:

- literary and artistic excellence;
- lasting importance or significance to a field of knowledge;
- support of the curriculum and the educational goals of the school;
- favorable reviews found in standard selection sources;
- favorable recommendations by educational professionals based on preview and examination of materials;
- reputation and significance of the author, illustrator, or publisher;
- timeliness of the material;
- contribution to the diversity of the collection on controversial issues;
- contribution to multicultural awareness;
- appeal to the library patrons;
- suitability for intended use; and

Selection Process

MMBA administration will solicit requests and suggestions from all members of the educational community—students, parents, teachers, and administrators. Reviews will be collected for titles under consideration. As far as possible, MMBA will request preview copies for examination prior to making a final decision on any particular title. Weeding of the collection to remove materials that are outdated or no longer appropriate is a part of the selection process to ensure that the collection is as current as possible and continues to meet the information and recreational reading needs of all patrons. All donated materials will be subject to the same selection criteria as purchased materials.

Informational text and library:

Core Knowledge Sequence
What a Grader Should Know
Core Knowledge K-8 Guide
Supplementary Reading materials on grade level
(Grades 4-8)
Sets of Novels (Grades 4-8)
State Adopted Text (ELA, Social Studies, Science)
Saxon Math
PACT Coach on core subject (4th - 8th)
Symbols of American Money
Benjamin Franklin and the Birth of a Paper Money Economy
Glencoe Spanish Textbook
Saxon Pre-Algebra, Algebra
Merrill Geometry
Spanish-English dictionary
SAT -Prep materials
Decisions for Health on various grade levels
Saving Fitness a Guide to Your Money and Your Financial Future
Money, Banking and Monetary Policy by Federal Reserve Bank of Dallas
The Wall Street Journal
Intermediate dictionary
School dictionary
Children's Thesaurus
REA's Flashcards for Spanish
American Heritage dictionary
The New Dictionary of Cultural Literacy
Highlights for children
Reading Comprehension skill cards
Corrective Reading Kits
Reading Novels/Below-Level books

Library Collections:

Biography
Geography
Non-Fiction
SAT Study Guide
Poetry
Sports
Fiction
Dictionaries
Encyclopedias,
Newspaper
The Wall Street Journal
Education Week

USA Today
Big Books
Computers

Budgeting

MMBA has budgeted \$1,500.00 for this school year to add materials to the Media and Tutoring Center.

Technology Hardware

MMBA has two computers in everything classes that are Crestview, IBM, and Acer. Those computers are about 10 years and were donated to MMBA in its first year. MMBA has 25 Toshiba laptops that are 2 years old and 10 Gateway Tablets that are 3 years old. During the 2008-2009 school years the MMBA Governing Board budgeted \$20,000.00 for computer upgrades in the school. There are 25 Acers desktops that are being delivered to MMBA for the computer lab. The replacement schedule for computer is 3-5 years or as funding is available. Technology advances will be taken into consideration within the replacement schedule. MMBA's internet provider is AT&T.

Equipment

- MMBA uses the following equipment to support instruction:
- Computers
- Laptops
- Overheads Projectors and Screens
- Dry Erase boards
- Smart boards
- LCD Projectors
- Television
- VCRs
- DVD players
- Tape player
- CD Players

Online Databases and Resources

MMBA uses the following databases:

- Discus
- Eric

MMBA will be using the following documents from S.C. Department of Education to guide the development and sustainability of its Media and Tutoring Center. Other recommended policies and guidelines will be added as awareness develops within Library Science area. All of the following items will not be implanted within this school year, but priority leveled items will definitely receive precedence.

- Library Media Center Facilities Guidelines
- Policy and Procedures Manual Template
- Student Access to Resources and Services in South Carolina School Library Media Centers
- Virtual Middle School Libraries

Appendix A

SACS Accredited Schools
Minimum Staffing Requirements

Elementary Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-263	.5	0
264-439	1	0
440-659	1	.5
660-879	1	1
880-1099	1	1
1100-1319	1	1
1320+	1	1

Middle Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-249	.5	0
250-499	1	.5
500-749	1	1
750-999	1	1
1000-1249	1	1
1250-1499	1	1
1500+	<i>"One (full-time equivalent staff member shall be added where needed for each additional 250 students over 1500." This does not mandate or guarantee that an additional person will be added to the library media center staff.</i>	

South Carolina Minimum Staffing Requirements

School Administrations Guide: Statutes and Regulations

(Applies to all schools that are not SACS accredited)

Elementary Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-400	.5	0
401-750	1	0
750+	1	1

Secondary Schools

Enrollment	Library Media Specialists	Library Aide or Clerk
1-400	.5	0
401-750	1	0
750+	1	1

Appendix B

MMBA

Collection Development Questionnaire

We would appreciate your taking a few minutes to complete this questionnaire and return it to the CRT . As we make plans for new acquisitions to the library media center resource collection, we need and value your input. Your responses to this questionnaire will give us the information necessary to continue building a collection of materials that will support your instructional program and meet the information needs of your students.

Name: _____

Subject and/or grade(s) taught: _____

- Please list the topics, themes, and/or concepts that you will be teaching this year that have a research component. Please rank these in priority order (with 1 being the most important).

1. _____
2. _____
3. _____
4. _____
5. _____

- Please list the book reports (genre, theme, or topic) that you will be assigning this year. Please rank these in priority order (with 1 being the most important).

1. _____
2. _____
3. _____
4. _____
5. _____

- From the information you included in your long-range plans about your students' interests, what recreational reading areas (genre, theme, and topic) most interest your students? Please rank these in priority order (with 1 being the most important).

1. _____
2. _____
3. _____
4. _____
5. _____

- Please list the titles of any specific books that you would like to see added to the general resource collection. Please include the author's name, if known.

1. _____
2. _____
3. _____
4. _____
5. _____

- Are there any topics that you would like to see more resources on in the professional collection? Are there specific titles that you would like to see added to the professional collection?

1. _____
2. _____
3. _____
4. _____
5. _____

- Are there any other resources (e.g., CDs, DVDs, videotapes, magazines) you'd like to see added to the library media center resource collection?

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix C

MMBA

Guidelines on Weeding

Why Weed

- To remove outdated, obsolete items and make room for newer more valuable items
- To make the library more user friendly
- To strengthen the collection in support of the classroom curriculum
- To remove the illusion of a well-rounded, well-stocked collection

How to Weed

- Identify a target circulation date (e.g., two years, five years).
- Identify a target copyright date, either a general copyright date or dates specific to Dewey areas (e.g., Fiction, 20 years; 600s, 3 years).
- Pull materials for further evaluation.
- Identify other items that meet the subjective criteria (e.g., condition, format, content).
- Include lead teachers, department chairs, and so forth, to evaluate the identified materials and assist in final determination.

What to Weed

SUBJECTIVE CRITERIA

Physical Condition

- Pages torn
- Book covers torn—not repaired or not repaired appropriately
- Ragged bindings, poorly repaired bindings

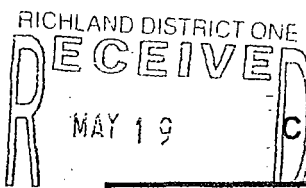
Content

- Out-of-date
- Trivial subject matter or approach to subject matter
- Inaccurate information (*Misinformation is worse than no information!*)
- Newer editions available
- Not on a standards list
- Not circulated
- Not used for reference
- Unneeded duplicate
- Biased, depicts inappropriate stereotypes
- Interest or reading level inappropriate for student body

OBJECTIVE CRITERIA

- Exceeds target copyright date
- Low circulation rate

MIDLANDS MATH AND BUSINESS ACADEMY APPLICATION



CHARTER SCHOOL APPLICATION COVER PAGE

SUPERINTENDENT'S OFFICE

Name of Proposed Charter School: Midlands Math + Business Academy

School Address (if known): _____

Name of Applicant group: _____

Contact person:

Name: Michelle Spradley

Address: P.O. BOX 6792

Columbia, SC 29260

Daytime phone: 803 - 609 - 1882 Fax: 803 - 790 - 0387

Other phone: _____

E-mail address: mispradley@msn.com

Grade Levels of Charter School (or Age Groupings if the school will not use grades to distinguish students): 4-8

Sponsor (local school district board):

Richland School District One

Signature of charter school planning committee chair:

Michelle Spradley

Date: 5/19/03

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the Charter School Application.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for Midlands Math & Business Academy (name of school) is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school and its governing board:

- A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
- B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor.
- C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district.
- D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools operating in the same school district.
- E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools operating in the same school district.
- F. Will use the same pupil accounting system as is required of all public schools and districts.
- G. Will employ noncertified teachers in a ratio of up to twenty-five percent of its entire teaching staff (ten percent for conversion schools). Teachers in the core academic areas of English/language arts, mathematics, science, or social studies will be certified in those areas or possess a baccalaureate or graduate degree in those areas. All teachers will be highly qualified as defined in the No Child Left Behind Act of 2002.
- H. Will employ one administrative staff member who is certified or experienced in the field of school administration.
- I. Will be secular in its curriculum, programs, governance, and all other operations.
- J. Will comply with the Freedom of Information Act.
- K. Will comply with the No Child Left Behind Act of 2002.

- L. Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servant, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.
- M. Will report to its sponsor and the Department of Education any change to information provided under its application.
- N. Will report at least annually to its sponsor and the Department of Education all information required by the sponsor and by the Department, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.
- O. Will adhere to all provisions of federal law relating to students with disabilities, including Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.
- P. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Q. Will comply with S.C. Code Ann. § 59-63-235 (Supp. 2002), which provides for the expulsion of any student who brings a firearm to school.
- R. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- S. Will comply with any school district desegregation plan or order in effect.

Michelle Spradley
Signature of charter school planning committee chair

5/19/03
Date

APPENDIX

STUDENT ENROLLMENT PROJECTIONS

GRADE	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Pre-Kindergarten					
Kindergarten					
First					
Second					
Third					
Fourth	40	40			
Fifth	40	40			
Sixth	40	40			
Seventh	40	40			
Eighth		40			
Ninth					
Tenth					
Eleventh					
Twelfth					
TOTALS	160	200			

Application Narrative

Proposed Charter School: Midlands Math and Business Academy (MMBA)

A. Charter School Mission Statement

Our mission is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

B. Admissions Policies and Procedures

1. Enrollment Procedures

MMBA has an open enrollment policy. All students who are eligible to attend public school in Richland School District One will be eligible to attend MMBA subject to space limitations. This school will comply with all federal and state laws and constitutional provisions in its admissions policies and procedures. MMBA will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

Applications will be received at a Post Office Box and processed by MMBA's planning committee.

If the number of applications exceeds the capacity of a grade level, students will be accepted by lottery. For the first and subsequent years of operation, a lottery will be conducted by placing all applicants' names in a computer program and allowing the computer to randomly select students. If a student's name is selected, all of his or her siblings may be eligible to attend the school.

MMBA's admissions policies and procedures will not limit or deny admission or show preference to any individual group; however, priority may be given to:

- a) a sibling of a pupil already enrolled
- b) children of MMBA employees, and
- c) children of MMBA planning committee, provided this enrollment does not exceed twenty percent of the enrollment of MMBA.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

2. Students Outside the District

If there are not enough applicants from Richland District One to fill all available slots, students who reside in different school districts may be granted permission to attend MMBA. Applications will be accepted on a first-come, first-served basis. MMBA does not expect to enroll more than 20 percent of its students from districts other than Richland One.

However, if more than 20 percent of MMBA's enrollment will be from other districts, then Richland One's Board of Trustees will need to grant approval before these students can attend this charter school.

MMBA will immediately notify all sending school districts of the transferring students.

If the 20 percent of out-of-district students are from one school district, then the sending district must concur with any additional students transferring from that district to attend MMBA.

3. Student Appeals Process

Students have the right to appeal if they feel they have not been treated fairly. If MMBA denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to Richland District One Board of Trustees. The decision will be binding on the student and MMBA.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

C. Support for Formation of Midlands Math and Business Academy

1. Charter Committee

Michelle Spradley
1703 Dupont Drive
Columbia, SC 29223

Ms. Spradley is a certified math teacher and has been teaching for 15 years. She has taught all levels of math (i.e. basic, average, and advanced) at both the high school and middle school levels. She has served as department chairperson and has provided training for teachers at several workshops. She has also served as Teacher of the Year. Please see **Appendix A** for copy of resumé.

Teacher A
Columbia, SC

Teacher A is a certified English/language arts teacher of three years. She returned to education after working for 25 years in the public sector where she was in charge of the budget for several employees. She has extensive supervisory and managerial experience. She is currently working toward a Masters in Library and Information Science at USC. She has completed several literary training workshops and is a member of three local reading associations.

Teacher B
Columbia, SC

Teacher B is a math teacher of five years who holds a Masters in Mathematics. She is a technology expert and has helped her school and a private learning center to set up computer labs in their facilities.

Teacher C
Columbia, SC

Teacher C is a certified math teacher of one year and is new to the profession. She is very excited about this unique opportunity to teach students about business, feeling assured that they will be motivated in their math class.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Charter Committee (cont...)

Teacher D
Columbia, SC

Mr. D is a certified math teacher. He has taught at both the elementary and middle school levels. He has written a grant which provided a budget for six employees. He has extensive experience with budgeting and finance. He will be pursuing a doctoral degree in the near future at USC.

Secretary A
Columbia, SC

Secretary A has served as lead secretary and attendance clerk for several years. She is very familiar with the SASI System and has extensive knowledge of the student reporting requirements. She is also a parent of three children who attend school in Richland One.

Secretary B
Columbia, SC

Secretary B is a retired teacher. She has taught for 30 years and is currently working part-time as a parent-liaison. She is very active in the community and works hard to encourage parents to participate in their children's education.

Ada Sephes
1829 Roof Street
Columbia, SC 29223

Ms. Sephes is a grandparent and has served as a volunteer in her grandchildren's schools for several years. She currently works part-time as a companion in a senior citizen community program.

Dexter Ward
2417 Windy Drive
Columbia, SC 29209

Mr. Ward is the parent of four children who attend school in Richland One. He is a volunteer baseball coach and is concerned about keeping his children interested in school.

The names of some of the committee members have been withheld because they wish to remain anonymous at this time. Upon MMBA being granted a charter, their identities will be revealed.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

2. Evidence of Support

Please refer to **Appendix B** for letters of support from parents, teachers, community members, community leaders and organizations.

3. Conversion Schools

This section does not apply to MMBA.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

D. Educational Program

Curriculum:

The educational program of Midlands Math & Business Academy (MMBA) will consist of traditional and innovative curricula in order to reach students at many academic levels. The base curriculum for all core subjects will be Dr. E. D. Hirsch's Core Knowledge Program. This is a traditional, yet rigorous program designed to introduce students to unordinary topics that may be considered challenging in a regular school. Some topics are taught as integrated units which allows teachers of different subject matters to collaborate. In a regular school, teachers rarely get the opportunity to work with colleagues outside of their subject area. Core Knowledge will be the base curriculum used as it promotes the SC Standards for Curriculum in all disciplines and spirals throughout the grades to cover basic information and skills that all people should know in order to be productive and literate in our American society. Please see **Appendix C** for outline of samples of Core Knowledge topics by grade level.

As the name implies, Math and Business will be the focus of MMBA. Just as we try to have students "write across the curriculum," we also want them to "do math across the curriculum." One of the math series recommended in the Core Knowledge curriculum is Saxon Math. In this math program, students are introduced to new concepts almost daily, however the old (or already learned) concepts are presented over and over again so that students do not forget them. The textbook material is presented in a simple, non-cluttering format. There is no 'fluff' or fancy pictures. Basic skills concepts are spiraled throughout the textbooks at all levels. At MMBA, some students will take Pre-Algebra in 6th grade, followed by Algebra One in 7th grade and Geometry in 8th grade. If students have not gained a solid foundation or have not mastered a level by maintaining at least a 'B' average, then the student will be required to retake the course at the next grade level. We will be sure that students and parents are aware that if a child has to repeat a math class, there is no need to be upset because our students will be ahead of most students in the traditional schools. Therefore, if a student does have to repeat a math course, he or she will still not be behind their peers in other schools. Most classes at MMBA will be grouped by grade level; however, there may be mixed grade levels in some math classes. In planning lessons with teachers, the Lead Teacher will make a special effort to integrate math with other subjects as much as possible. We want all students at MMBA to be high math achievers and our goal is to find ways that will make this possible. For some students, the business component will be the motivating factor they will need.

The Internet is increasing in its production of quality lesson plans based upon National Standards for all disciplines. At present, Marco Polo and NY Times have the best project based lessons. MMBA will continually update and use any lesson plans that are available. Also, the Curriculum Resource Teacher will continually look for quality interdisciplinary projects for the school.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Educational Program (cont...)

Curriculum:

In the PE/Health Program of MMBA, students will prepare personal portfolios. They will design their own fitness plan under the direction of a qualified instructor, which may not necessarily be a certified teacher. We will collaborate with the medical community if necessary. The instructor will set up the criteria and help students to establish dietary guidelines for their personal situations.

The Fine Arts Program of MMBA will consist of collaborations with State and Local Museums, Theatre Workshops, Artists in Residence, and Private Music Teachers since there is a possibility that full time teachers may not be hired in one or more of the following positions: music, dance, drama, and visual art. Students will complete project-based assignments for these courses under the guidance of professionals.

The innovative component of MMBA will consist of Robert Kiyosaki's Entrepreneurship Program for Students (called CASHFLOW for Kids at School). Mr. Kiyosaki, author of #1 Best Seller *Rich Dad Poor Dad*, believes that financial literacy should be one of the fundamental skills taught in school along with the other fundamental skills- reading, writing, math, history, etc. He feels that all individuals should be able to interpret basic financial data and be able to evaluate investment options like buying real estate, building a business, or estate planning. By being financially literate, they can provide for themselves, their families and communities without having to depend on the government. Mr. Kiyosaki's company's mission is simple: to elevate the financial literacy of adults and children around the world. He has a website dedicated to the education of children. There is a specific curriculum designed for use in the classroom for teachers. We felt that this business component was important because it may serve as a great motivator for those students who don't tend to do well in the traditional educational program. In one of his other books, *Rich Kid Smart Kid*, Mr. Kiyosaki outlines several financial field trips in which teachers and parents can take students. Students are given assignments to complete while on these outings. These field trips are not sightseeing tours. They are information-gathering sessions and there are always lessons planned around the trips. The intent of MMBA is to integrate the traditional and non-traditional programs whereas we will see students reach their highest academic potential. Please see **Appendix D** for a sample of questions and answers about the student program.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Educational Program (cont...)

Instructional Practices:

Interdisciplinary project based teaching will occur whenever possible and include all forms of learning-listening, reading, and kinetics. Students will learn the basics of grammar and spelling, and reading in the context of the projects so that this learning will be relevant to the real world and their lives. Many activities will cross all curricula whenever possible.

Teachers will incorporate Connie Prevatte's philosophy and techniques for "Literacy Across the Middle" in all disciplines. They will include structured teaching of reading and writing skills that will increase the student's proficiency. Her belief emphasizes students' independent, self-selected reading for 30 minutes daily and a read-aloud daily. Her celebrated writing techniques allow the students to expend from 5-7 days on each essay. These methods have been proven winners across the USA in raising test scores and leading students into mastery of reading and writing. Another important note to add here is that our students at MMBA will be well prepared for the new version of the SAT which will include an essay component.

MMBA will use Marva Collins' techniques for school organization. All teachers and administrators will participate in her workshop in Chicago. It will take place at her school, Westside Preparatory Academy. Some of her principles of teaching and learning include:

- All children can and want to learn.
- All interactions with the child must be positive.
- The curriculum must emphasize classical literature from grade one.
- Every child must leave the school a successful person.
- All children need love and complete acceptance at school.
- A good teacher has a gentle spirit.

The Core Knowledge Curriculum echoes Ms. Collins' sentiment that classical works and basic principles, which are widely acknowledged as masterpieces and basic knowledge for all Americans, must be taught to every child because a literate person shares some basic knowledge with all of his or her society. In order to acquire this knowledge, it must be taught systematically to everyone regardless of one's cultural background. Marva Collin's techniques and Core Knowledge's curriculum are the perfect combination to lead our students into mature literacy.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Educational Program (cont...)

1. Student Population

MMBA will enroll 4th, 5th, 6th and 7th grade students during its first year of implementation. During the second year of implementation, we will add 8th grade students to the enrollment. Each grade level will consist of two classes with approximately 20 students in each class. This amounts to 40 students per grade level. During the first year of implementation, there will be 160 students. During the second year of implementation, there will be 200 students enrolled at MMBA.

2. Goals and Objectives

One objective of MMBA is to provide our students with a rigorous and challenging curriculum that would ensure mastery of basic skills concepts. The Core Knowledge curriculum will also enable students to enjoy some of the classical literature readings, which are no longer used in most traditional school settings. Students will complete many interdisciplinary projects, which will allow them to see how they will use certain subjects later in life. MMBA's intent is to make sure that all of our students leave middle school with the knowledge base of at least a high school sophomore. PSAT/SAT and PLAN/ACT preparation will be an important component of MMBA's goal of academic excellence in our students.

Another objective of MMBA is to teach our students to become financially literate so that they can become self-supporting, self-sufficient adults and be able to provide for their families and communities. Helping students to establish their businesses is the ultimate goal of the entrepreneurship component of MMBA. The intent of this charter school is to make sure that all students have access to the information of business ownership and investing. Some may choose to use the information earlier than others. MMBA will also offer continuing support to our students once they enter high school. We will offer ongoing SAT/ACT preparation classes and business classes/seminars for our former students.

All curriculum and projects will be based upon the South Carolina Standards for all disciplines. Many Internet projects will be based upon more stringent National Standards as well; therefore, objectives will be met for state requirements with room for creativity.

Core Knowledge's *Four S's* will improve student achievement because it has been demonstrated to do so in other school districts throughout the country. Students will be motivated to learn because of the interesting projects that will entice them to discover their world. Please see **Appendix E** for explanation of *Four S's*.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

For 30 years, Marva Collins' philosophy and techniques have proven successful and as she states, she has never "lost a child." No better testimony could be given than this empowering of every child who attends her school. MMBA wants to bring that caliber of academic excellence to Columbia, South Carolina so that each student will become triumphant even if students are presently low achieving students. The small setting, the personal, positive teaching, and the established, universal curriculum will achieve advanced and excited learners at Midlands Math and Business Academy.

3. Academic Standards

The teachers of MMBA will provide instruction to students based on the South Carolina Academic Standards for all subjects. These standards identify the goals that our students will achieve in each subject area at each grade level. Please see **Appendix F** for a compilation of the South Carolina Standards for grades 4-8.

Core Knowledge provides a template in which educators in different states can correlate their state standards to the topics covered in the Core Knowledge Sequence. This is the process that MMBA will use to ensure that our school's instructional program meets or exceeds the student academic standards adopted by the State Board of Education. Please see **Appendix G** for a Sample Correlation Chart.

Teachers and administrators will determine whether all students are achieving or attaining the standards by completing a Standards Implementation Checklist for the individual classrooms. Also, they will be able to determine if the entire school is achieving or attaining the standards by completing a Standards Implementation Checklist for the school. These documents will be reviewed during faculty meetings and planning times to see where the weaknesses and strengths are. A teacher who is having success in an area may be able to share ideas with a teacher who may be struggling with presenting a certain concept or topic to students. This review process will take place on a regular basis, not at the end of the marking period. Please see **Appendix H** for a copy of a Standards Implementation Checklist for the classroom and school. (Douglas B. Reeves, *101 Questions & Answers about Standards, Assessment, and Accountability*)

Proposed Charter School: Midlands Math and Business Academy (MMBA)

4. Instructional Program

MMBA will operate on a year-round school schedule, using the same calendar as Forest Heights Elementary in Richland District One. There may be a few minor changes with dates; however, students will attend school for at least 180 days during the school year. The school's operating hours will be 8:00 AM- 3:00 PM. Please see **Appendix I** for a copy of Forest Height's Calendar and a copy of MMBA's daily bell schedule.

In order to enable students to accomplish the curriculum standards, teachers at MMBA will use various teaching strategies (i.e. question and answer sessions, hands-on activities, lecture with note-taking, class discussions, demonstrations/modeling, technology assisted instruction, etc.). All students will be expected to participate in class activities. During lunch, extra help will be available to those students who have not met standard. Remediation assistance will be provided to those students who are performing below grade level. These students may be required to complete extra assignments if the teachers deem it necessary.

In order to comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, MMBA will work collaboratively with Richland School District One in serving all students with special needs. We will employ at least two full-time Certified Special Education Teachers. During the hiring process, the Board will take into consideration the special areas in which the teachers are certified. Our goal is to provide as many services as needed in-house. Any services that we can not provide, we will contract with Richland One, Department of Social Services or private, licensed individuals. We will employ an additional Special Education Teacher during our 2nd year of implementation bringing the total to at least three full-time certified Special Education Teachers.

*No agreement
w/ RSD, to
date*

One of the Special Education Teachers will have a lighter class load so that he/she can handle all records of students with special needs on a daily basis. This person will be responsible for ensuring that individualized education programs are properly developed for these students, setting up conferences with parents or guardians, coordinating outside services for students, attending workshops and training sessions, and assisting all teachers of special needs students (especially those teachers who have students that have been mainstreamed into regular classes).

MMBA will provide assistive technology devices and/or services to students with special needs to the best of its ability. An assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability. An assistive technology service is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. A list of such services can be found in State Board of Education Regulation 43-243. If MMBA can not provide a device or service, we will ensure that the student is accommodated. We will look into all available resources which may be available to our special needs students. One valuable resource is the State Education Department's Web Site "Exceptional Children" link.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

4. Instructional Program (cont...)

The "Regulatory Page" link provides copies of regulations for special needs students and policy letters. This site also lists training workshops, allows you to access forms for complaint letters, due process hearings, etc. This web site also has a parents' guide available. There is a wealth of other information on this site.

MMBA will provide transition services to special needs students according to their individual needs, preferences and interests. These services will include a coordinated set of activities for students with disabilities that is designed within an outcome-oriented process that promotes movement from school to postschool activities. Postschool activities may include postsecondary education, vocational training, integrated/supported employment, continuing and adult education, adult services, independent living, or community participation. Also, the set of activities must include instruction, related services, community experiences, the development of employment and other postschool adult-living objectives, and if appropriate, acquisition of daily-living skills and functional vocational evaluation.

MMBA will provide continued staff development and implement any and all federal program requirements as they relate to the No Child Left Behind Act.

E. Student Assessment

1. Student Achievement and Progress Evaluation

MMBA will evaluate student achievement using various instruments including teacher prepared tests, book tests, observations, oral responses, multiple choice tests, short-answer tests, essays, projects, presentations, cooperative group assignments, Palmetto Achievement Performance Test (PACT), and other standardized assessments such as Otis Lennon Algebra One Readiness Test and Metropolitan Achievement Test.

2. Performance Goals Timeline

MMBA will adhere to all federal guidelines as much as possible with regard to the amount of time that schools have in order for students to be performing at the required academic levels. It is difficult for us to determine what our timeline will be at this time. We can make a better assessment once we know the performing level of our students.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Academic Assistance

MMBA will provide continuous academic assistance to students who do not perform at acceptable levels of proficiency on the Palmetto Achievement Challenge Test (PACT). Intensive intervention will be provided to these students, including tutoring during lunch and after school, extra assignments provided by teachers, computer-assisted instruction, more writing assignments with immediate feedback, and any other special academic programs that the teachers and administrators feel would benefit our students. Also, some students may be required to take double periods of English/language arts or math. This will prevent them from taking electives; however, their future is more important than having fun at this point. At MMBA, we believe that high expectations from teachers along with perseverance from students is a winning combination. We feel that all of our students will achieve proficiency, some earlier than others.

All teachers at MMBA will receive training on how to vary their teaching styles. At MMBA we will encourage teachers to coach small groups, rather than lecture "whole groups". This will allow teachers to spend more time with students who need help on the fundamentals without subjecting the entire class to a review of material that is already mastered. (Douglas Reeves, *101 Questions & Answers about Standards, Assessments, and Accountability*)

MMBA may consider having some teachers loop with their students. This will prevent students who are not performing well the opportunity to "move up" with their classmates, while the teacher continues to work with them. Other advantages to looping is that teachers don't waste time teaching topics students have already mastered. They don't spend the first marking period reviewing.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

F. Budget and Accounting System

1. Annual Budget

Please see **Appendix J** for copy of five-year budget, grant award letter, and per pupil funding allotment.

2. Annual Audit

MMBA will contract with an outside company, Arcadia NorthStar, to manage the day to day operations of the school. Please see **Appendix K** for samples of financial statements that will be provided to the governing board. Also included is a sample service agreement.

At the end of each fiscal year, MMBA Governing Board's Committee on Finance and Administration will oversee selection of an independent auditor (CPA) and annual audit of the Charter School's financial practices and records.

The school will contract with a licensed South Carolina CPA to conduct financial audits for charter schools. As part of Arcadia NorthStar's audit coordination services, MMBA will be provided with four or five reliable firms from which to choose for auditing purposes.

The audit conducted will verify the accuracy of MMBA's financial statements, attendance and enrollment accounting practices, and review the School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to MMBA to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by the due date imposed by State Statute.

The Governing Board's Committee on Finance and Administration will review any audit exceptions or deficiencies and report to the School's Governing Board with recommendations on how to resolve them.

MMBA will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina. Accounting, auditing, and reporting requirements will be in compliance with the principles set forth in the following publications:

a) Single Audit Guide, b) Financial Accounting Handbook, and c) Funding Manual.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

F. Budget and Accounting System

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a) Single Audit Guide, b) Financial Accounting Handbook, and c) Funding Manual.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Pupil Accounting System

MMBA will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. The pupil accounting system will comply with the principles included in the *South Carolina Pupil accounting Manual* and the *South Carolina Student Accountability Manual*, published by the State Department of Education.

4. Negotiated Services Documentation

This section does not apply to MMBA. At this time, there are no negotiated services between Richland School District One and MMBA.

*when will
the negotiations
begin?*

Proposed Charter School: Midlands Math and Business Academy (MMBA)

G. Governance and Operation

1. Non-Profit Corporation Status

Please see **Appendix L** for copy of MMBA's non-profit articles of incorporation and by laws.

2. Governing Board

The governing board of MMBA will be elected annually by the employees of the school and all parents or guardians of enrolled students. Parents or legal guardians shall have one vote for each child enrolled in the school. Elections will take place at the beginning of each school year. A nominating committee will present a ballot of applicants from which voters may select.

The governing board of MMBA will develop policies, make decisions and assume the following responsibilities:

- a) employing and contracting with teachers and non-teaching employees;
- b) ensuring that all certified teachers and non-certified personnel undergo the background checks and other investigations, as provided by law, before they are employed at MMBA;
- c) contracting for other services, including but not limited to transportation, financial accounting, and legal;
- d) developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- e) deciding all other matters related to the operation of MMBA, including budgeting, curriculum, and operating procedures; and
- f) ensuring that MMBA will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating Richland School District One.

MMBA and its governing body will comply with the Freedom of Information Act as evidenced in the bylaws of this corporation and the filing of a non-profit status.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Administrative Structure

Director

- oversees the day to day operations of the school
- evaluates teachers and other personnel
- helps to coordinate lessons for interdisciplinary teaching
- assists with guidance counselor/disciplinarian duties

Administrative Assistant

- assists in the day to day operations of the school
- evaluates teachers and other personnel
- serves as guidance counselor/disciplinarian

Secretary

- serves as school secretary
- serves as attendance clerk
- serves as bookkeeper
- serves as nurse

4. Parental, Community, and Educator Involvement

The governing board of MMBA will consist of parents, guardians, community members and teachers. These members will set policies and procedures for the school. Once the charter has been approved, we will hold monthly meetings in order to educate everyone about the delicate, yet important details of the operations of a school. People must be made aware of state and federal laws that govern public schools. We will also inform parents and the community about the vision for MMBA. We will allow suggestions and comments from those who would like to have input. We will set up various committees on which parents and community members can work and offer their expertise. Each one will be co-chaired by a teacher and either a parent or community member. These committees will remain in place with elections being held each year for new members.

At MMBA, parents and guardians will be required to volunteer at least 30 hours per school term.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

H. Administrative and Teaching Staff

I. Administrative Staff

Director/Lead Teacher

Qualifications: Must hold current South Carolina Teaching Certification or Administration Certification; Trained in South Carolina's Teacher Evaluation Program (ADEPT); Experience as supervisor or department chairperson

Administrative Assistant

Qualifications: Must hold current South Carolina Teacher Certification or Administration Certification; Trained in South Carolina's Teacher Evaluation Program (ADEPT); Experience as supervisor or department chairperson

Secretary

Qualifications: Must have at least three years experience in South Carolina student records reporting system (SASI); Must have some working knowledge in school bookkeeping procedures; Must be trained in CPR immediately after hire date; Must be able to work independently

Either the director or the administrative assistant must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

2. Teachers

MMBA will employ teachers in the following manner:

Special Education Teacher, grades 4, 5
Special Education Teacher, grades 6, 7, 8
Special Education Teacher, grades 6, 7, 8 (2nd year of implementation)
Math Teacher, grades 4, 5
Math Teacher, grades 6, 7
Math Teacher, grade 6, 7, 8 (2nd year of implementation)
English/Lang. Arts Teacher, grades 4, 5
English/Lang. Arts Teacher, grades 6, 7
English/Lang. Arts Teacher, grades 6, 7, 8 (2nd year of implementation)
Social Studies Teacher, grades 4, 5 (part time)
Social Studies Teacher, grades 6, 7 (part time)
Social Studies Teacher, grades 6, 7, 8 (2nd year of implementation,)
Science Teacher, grades 4, 5 (part time)
Science Teacher, grades 6, 7 (part time)
Science Teacher, grades 6, 7, 8 (2nd year of implementation)
Foreign Language Teacher, grades 4, 5 (part time)
Foreign Language Teacher, grades 6, 7 (part time)
Business/Computer Teacher, grades 4, 5 (part time)
Business/ Computer Teacher, grades 6, 7
Business/Computer Teacher, grades 6, 7, 8 (part time, 2nd year of implementation)
Music/Chorus Teacher, grades 6-8 (contract service with USC, private instructors)
Drama Teacher, grades 6-8 (contract service with Community Playhouse, Drama Clubs)
Art Teacher, grades 6-8 (contract service with Artist in Residence for special projects)
P.E./Health, grades 6-8 (collaborate with SC Health Services, DHEC, local recreation centers)

MMBA may hire part time teachers during the course of the school year for special projects in Music, Drama, Art, P.E., and Health. In the future, we hope to add band and chorus to our course offerings.

All core subject teachers (i.e. math, English/language arts, social studies, & science) will either be certified in that area or hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification. No more than 25% of the teaching staff will be non-certified.

All special education teachers will meet the certification requirements of the No Child Left Behind Law. MMBA intends to hire teachers who are certified in various Special Education Areas. MMBA will contract out for other special education services such as Psychologists, Speech Therapists, Hearing Specialists, and Social Workers.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

I. Racial Composition

1. Racial Composition

In order to reflect the racial composition (78% minority, 23% white, & 3% other) of the school district as closely as possible, MMBA will recruit students for this charter school by advertising in newspapers such as *The State*, *Columbia Star*, *Black News*, and any other local newspapers found in communities in Richland School District One. We will also advertise on several radio stations catering to different racial and ethnic groups of Richland One. We will advertise on the Community Information Cable Channel 2 and pass out flyers in neighborhoods located in Richland One. We will also attend special community functions across the district in order to spread the word. Our targeted population is all students in Richland School District One in grades four through seven; therefore the racial composition of MMBA should be around 78% minority, 23% white, and 3% other).

2. Policies and Procedures

In addition to advertisements, MMBA will mail out information to parents and guardians of students in Richland One in grades three through six (who will actually be rising fourth through seventh graders) about our academic program and our special business component. Parents will be given the opportunity to attend several information sessions so that they may ask questions and/or voice concerns. Since MMBA is not interested in recruiting any special category of students, we hope that parents will see this as an opportunity for their children to learn in a diversified setting. There will be students of varying academic levels and varying interests, but we hope they all will be impressed by the unique business program that MMBA will offer for young students. We realize that it is almost every parent's desire that their children be financially literate; however, parents don't always have the time to share this information with them. At MMBA, financial literacy will be presented to students in an easy to understand, fun, and friendly environment. From this experience, we are sure to produce some very successful business entrepreneurs. There is no way for us to know which students will actually enroll at MMBA; however, we feel that if we make ourselves available to communities across the district, then we should get a good cross-section of people who are interested. Since Richland One is divided into clusters according to the high schools, we will ensure that information meetings are held in each cluster. This is typically the way that Richland One disseminates information throughout the district. Of course, as we have already stated, we will go one step further and have information meetings in many of the communities (which adds up to a lot more than the number of clusters the district has).

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Desegregation Plan or Order

Please see Appendix M for letter from district attorney concerning desegregation order.

J. Transportation

1. Transportation Needs

MMBA will not provide transportation for students at this time. However, the school will help facilitate transportation by providing after-school tutoring services to give parents time to pick up their children.

2. School Bus

This section does not apply to MMBA.

3. Contracted Services

This section does not apply to MMBA.

4. Special Needs Students

If there any special needs students who will require transportation, then MMBA will contract with an outside cab or bus company in accordance with state and federal laws in the transportation of special needs students.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

K. Facilities and Equipment

1. Identified Facility

This section does not apply to MMBA.

2. Not Identified Facility

MMBA's estimated amount of required space is 10,000 square feet. Bud Kinnie of Remax Realtors is currently looking for a suitable facility for our school. We have looked at the following possibilities:

- 1) lease store-front space at \$12 per square foot
- 2) contract to build a Hoover Building at \$30 per square foot (sturdy warehouse type building) approx. cost \$300,000

Once MMBA's charter is approved, we will proceed with obtaining space for our school. The desired date for acquiring space is December 2003.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

L. Employee Relations

1. Employment Process

MMBA will advertise all positions in *The State Newspaper*. The Planning Committee will interview all candidates for employment. Upon verification of proper credentials, the Planning Committee will select those candidates which are most qualified according to the No Child Left Behind Law and those who appear to be the most capable in helping MMBA to obtain its mission.

2. Teacher Evaluations

MMBA will use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Program for evaluation of teachers.

3. Terms and Conditions of Employment

Employment policies will be enforced by the MMBA's Governing Board. Any concerns from employees will need to be brought before the Board if the employee and director can not resolve the issue at hand.

M. Grievance and Termination Procedures

1. Teacher Employment and Dismissal Procedures
(*Greenville Technical Charter High School Handbook*)

All employees of MMBA are hired by the Governing Board of the school. In the interest of effective conflict resolution, the Board of MMBA recognizes the need for a grievance procedure to provide prompt and effective means of resolving any differences that may arise among parents, staff, and/or administration.

A grievance shall be defined as follows: a disagreement involving a school related matter in which an individual or group of individuals believes that an injustice has been done because of lack of policy, or because of a policy that is unfair, or a deviation from, or misapplication or interpretation of a policy, such as disciplinary action.

The purpose of this procedure is to settle grievances and complaints at a level as close as possible to the points of their origin. Proceedings will be informal and confidential whenever possible.

Since an objective of the Board is that the grievance be settled as quickly as possible, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling showing of good cause. All appeals for such extension of time will be to the Chairperson of the Board.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

1. Teacher Employment and Dismissal Procedures (cont...)

Step 1

Any employee having a grievance shall first orally review or discuss such grievance with the director or his/her designee unless the grievance is with the director or his/her designee. In such case, the employee shall proceed to Step 2.

Step 2

If the grievance is with the director or his/her designee, the employee may direct a written grievance to the Chairperson of the Governing Board, but the employee must provide a copy for the director or his/her designee, giving the director or the designee five (5) working days to resolve the matter before the Chairperson is to act.

In the case where the complaint or grievance is not with the director or his/her designee, if the decision of Step 1 does not resolve the matter to the satisfaction of the employee, such employee shall have the right to present the grievance in writing to the director using a grievance form. If the grievance is with the director or his/her designee, then the employee shall have already presented the grievance in writing to the Chairperson.

The written grievance will consist of a concise statement of facts upon which the grievance is based. If a policy rule or regulation is in question, attach a copy of that policy and reference the specific provision if a specific provision applies. At the request of the employee, a copy of such grievance shall also be forwarded by the director to the Chairperson.

Step 3

If the grievance is with the director or his/her designee and the director has not resolved the matter within five (5) working days, the employee must directly notify the Chairperson of such. In all cases, the institution of Step 2 must be done within ten (10) working days after completing Step 1.

MMBA's Governing Board will make the final decision in all cases of termination of employees.

2. Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-teaching Staff

Paraprofessionals and non-teaching staff will follow the same grievance procedures as teachers. The director and administrative assistant must file any grievances they may have with the Chairperson of the Board. The written grievance must consist of a concise statement of facts upon which the grievance is based. If a policy rule or regulation is in question, attach a copy of that policy and reference the specific provision if a specific provision applies. MMBA's Governing Board will make the final decision in cases of termination of the director and administrative assistant.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

N. Student Conduct, Rights, and Responsibilities

1. Student Conduct

MMBA will adopt Richland School District One's policy on student conduct and discipline.

MMBA will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

2. Students with Disabilities

MMBA will follow the same policy as Richland One for students with disabilities in accordance with state and federal laws.

3. Student Rights

Students recommended for expulsion have the right to appeal. They may appeal to MMBA's Governing Board in writing within 10 working days of the expulsion.

MMBA will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) which entitles parents/guardians of students under 18 years of age and students over 18 years of age certain rights with respect to a student's education records.

4. Parent Notification

At the beginning of the school year, students and their parents or guardians will attend an orientation session. At this time, they will be given a copy of the policy manual explaining student conduct, rights, and responsibilities. The director will go over these policies in detail and give students and their parents or guardians the opportunity to ask questions.

O. Indemnification

Midlands Math and Business Academy (MMBA) assumes the liability for the activities of this charter school and indemnifies and holds harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of Midlands Math and Business Academy.

P. Insurance

1. Worker's **Compensation Insurance**

Please see **Appendix N** for description and amounts.

2. **Liability Insurance**

Please see **Appendix N** for description and amounts.

3. **Property Insurance**

Please see **Appendix N** for description and amounts.

4. **Indemnity Insurance**

This coverage is included in the liability section. Please see **Appendix N**.

5. **Automobile Insurance**

This section does not apply to MMBA because we will not be using an automobile at this time.

6. **Other Insurance**

MMBA will not obtain any other type of insurance at this time.

Appendix A

Michelle Sephes Spradley
1703 Dupont Drive
Columbia, SC 29223
803-609-1882

OBJECTIVE

To secure a Math Consultant or Curriculum Resource Teacher position that will maximize my opportunity to develop and implement programs, motivate teachers and students, and share ideas.

SUMMARY OF QUALIFICATIONS

- Ability to implement effective, creative ideas for school, grade-level teams, and individual teachers.
- Ability to gather, compile and analyze information from many different sources.
- Ability to train experienced people and develop highly effective teams.
- Serve as a role model and mentor for new teachers.
- Computer Literate. Proficient in Microsoft Word, Power Point, and Excel.
- Easily establish rapport with people of all ages, cultures, and beliefs.
- Strong communication, motivation, team building, liaison, and leadership skills.

ACCOMPLISHMENTS

- Worked on a middle school interdisciplinary team at W.G. Sanders that wrote and obtained funding for a technology grant. Awarded a computer and printer, Fall 1996.
- Served as co-chairperson of ACT 135 Technology Committee for Spring Valley High School. Many of our ideas and suggestions were implemented into the school's technology program, 1996-1997.
- Implemented an SAT preparation program at C.A. Johnson High School. The school was the recipient of a \$10,000 State Incentive Award for gains in SAT scores, 1999.
- C.A. Johnson High School Teacher of the Year, 2001-2002.
- W.A. Perry Middle School Teacher of the Year, 2003-2004.
- Presenter at Richland District One Math Conference.
- Developed the curriculum component of an Educational CD for 8th grade students for the SC Commission on Higher Education's HEAP Program, Summer 2001.

EXPERIENCE

Richland County School District One, Columbia, SC

Math Teacher, W.A. Perry Middle School, August 2002-present

Responsible for preparing lesson plans, providing instruction and maintaining discipline.

Courses taught: Algebra One, Algebra One Honors

Richland County School District One, Columbia, SC

Math Teacher, C.A. Johnson High School, August 1997-July 2002

Responsible for preparing lesson plans, providing instruction and maintaining discipline.

Courses taught: Basic Skills Math, Algebra for the Technologies, Algebra One, Geometry, Geometry Honors, SAT/ACT Prep, AlgIII/Trig., Pre-Calculus, and AP Calculus AB

Richland County School District One, Columbia, SC

Math Coordinator/ Math Teacher/ Dept. Chairperson, W.G. Sanders Middle School, July 1994-July 1997

Responsible for preparing lesson plans, providing instruction and maintaining discipline.

Responsible for training teachers in the use of various math manipulatives and hands-on instructional material. Provided enrichment activities and games to individual math classes. Sponsored grade level events. Provided academic as well as emotional support to teachers. Encouraged teachers to broaden their knowledge of the subject by attending various conferences and workshops. Responsible for preparing students for different math competitions during the year.

Courses taught: Pre-Algebra, Algebra One, Algebra One Honors

Indianapolis Public Schools, Indianapolis, IN

Math Teacher, Arlington Woods Middle School, IPS Alternative School, October 1991-June 1994

Responsible for preparing lesson plans, providing instruction, and maintaining discipline.

Courses taught: 7th grade Math, Pre-Algebra

Charlotte/Mecklenburg Schools, Charlotte, NC

Math Teacher, Albemarle Road Jr. High, February 1990-June 1991

Responsible for preparing lesson plans, providing instruction, and maintaining discipline.

Courses taught: 8th grade Math, Pre-Algebra

Palm Beach County Public Schools, West Palm Beach, FL

Math Teacher, Jupiter High School, July 1986-November 1989

Responsible for preparing lessons, providing instruction and maintaining discipline.

Courses Taught: Basic Math, Pre-Algebra, Algebra One, Geometry, and Geometry Honors

EDUCATION

Cambridge College, Boston, MA
M.Ed. Urban Education, January 1996

Florida Atlantic University, Boca Raton, FL
B.S. Business Administration, December 1985

Courses taken at the following colleges for continuous certification:
University of South Carolina, The Citadel, Clemson, and Columbia College

VOLUNTEER WORK

- Spearheaded and supervised a three-week Algebra workshop during the summer for rising 8th grade students, W.G. Sanders Middle School, 1996.
- Sponsored tutoring programs at a community church in Florida and one in North Carolina. A former student from the tutoring program in Florida majored in Mathematics and is currently a Math Teacher and Department Chairman.
- Coordinator of Math and Science Club, C.A Johnson High School, 1998-2002.
- SAT/ACT Coach, weekends and after school, C.A. Johnson High, 1998-2001.
- Taught a one-week PSAT Preparation Course for Co-Worker's 7th & 8th grade classes, W.A. Perry, October 2002.

THIS CERTIFICATE IS A COPY IF THE BLUE COLORED BACKGROUND IS ABSENT

South Carolina State Board of Education

Educator Certificate

Michelle S Spradley
503 N-Donar Drive
Columbia, SC 29223

Certificate Number

177788

Social Security Number

262390385

Validity Period

07/01/99 TO 06/30/04

Professional Certificate

Class

Masters Plus 30

Experience

14

Areas of Certification

10 - Mathematics

GT - Gifted and Talented

Inez Moore Tenenbaum

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

Date Printed

11/18/02

ROA 589

0364

THIS CERTIFICATE IS A COPY IF THE BLUE COLORED BACKGROUND IS ABSENT

Appendix B

Richland County Council



Anthony G. Mizzell
District Eleven

Administration & Finance

Economic Development

Central Midlands Regional
Planning Council

EPAC, Vice-Chairman

Detention Center Task Force

School District One

Recreation Commission

Community Relations
Council

Convention and Visitor's
Bureau

May 7, 2003

Ms. Michelle Spradley
Midlands Math and Business Academy
PO Box 6792
Columbia, SC 29260

Dear Ms Spradley:

I support your plan for a charter school, Midlands Math and Business Academy, for grades 5-8. I know that it will be available for all students of the Richland One School District. The emphasis will be on improving basic skills by using a business model for students to see how their learning will provide skills for the "real world."

The school will use the acclaimed *Core Knowledge* curriculum to encourage and enhance student learning as well as to develop a cultural literacy for all students so that they will become informed citizens. The focus will be to bring low achieving students to grade level and proficiency on PACT.

Charter schools have proven successful in many other states, and we want to see them as an additional approach to increasing achievement in South Carolina.

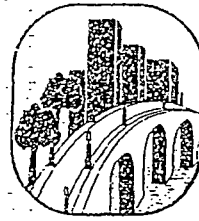
Sincerely yours,

A handwritten signature in dark ink, appearing to read "Tony Mizzell".

Tony Mizzell
Richland County Council
District Eleven

COLUMBIA

A Capital Place To Be



May 7, 2003

To Whom It May Concern:

As a member of Columbia City Council it is my pleasure to offer support for the Midlands Math and Business Academy. With the schools facing the PACT tests this week, I see no better time to offer support for an agency that seeks to bring students to at least the proficient level on these tests by using a business approach of "real world models."

I applaud Midlands Math and Business Academy for their plans on having classes of no more than 20 students focusing on sixth and seventh grade the first year and adding fifth and eighth grades during their second year. It is also impressive that the school's curriculum will be *Core Knowledge*, which is highly acclaimed throughout the USA. This curriculum is known for its solidity in basic skills but also providing diversity to give students exposure to all areas of our culture.

Please do not hesitate to contact me if further information is needed.

Sincerely,

A handwritten signature in cursive script that reads "Anne Sinclair".

Anne M. Sinclair
Councilwoman

Anne M. Sinclair • Columbia City Council • District #3
1737 Main Street • Post Office Box 147 • Columbia, SC 29217
Office 803.256.9700 • Message Service 803.253.8773

0367



Junior Achievement®

Junior Achievement of
Central South Carolina, Inc.
P.O. Box 532
Columbia, SC 29202
803-252-1974
803-252-2720 -FAX
columbsc@worldnet.att.net-E-mail

April 16, 2003

Ms. Michelle Spratley
Midlands Math & Business Academy

Re: Letter of Support

Dear Ms. Spratley:

JA of Central South Carolina is very pleased to be asked to participate in the development of the Midlands Math & Business Academy (MMBA) that will provide a unique learning experience for middle school students in Richland School District One. JA's hands-on learning curricula will blend perfectly with MMBA's overall educational program.

JA will recruit volunteers from the business community who will meet with the a group of students for five to eight weeks, leading the discussions and enriching the program with their own experiences and business knowledge. Through interaction with positive role models, students work toward setting achievable educational and career goals. For many of these students, the JA volunteer may be the only business person with whom they interact regularly.

JA's programs correlate with the South Carolina Standards for Social Studies with an emphasis on economics. The goals of our programs are to help students:

- ▲ Develop an entrepreneurial spirit.
- ▲ Assess their personal skills and interests, explore career options, learn job hunting skills, and practice personal and family financial management.
- ▲ Understand the consequences of their decisions as they relate to their future.
- ▲ Learn about the U.S. economic system and the role of business in it.
- ▲ Discover how they are connected, through trade, to people and cultures throughout the world.

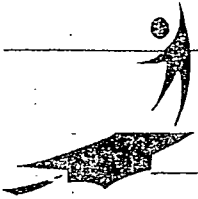
All JA programs are field tested in classrooms and updated in response to comments from teachers, students, and volunteers, and each program is evaluated by an independent research firm. The evaluators determined that JA students demonstrate a significant understanding of economics and business concepts over their counterparts. This is especially evident where students have been able to participate over consecutive years.

We look forward to working with the MMBA students. Please contact me at (803) 252-1974 ext. 13 if you have any questions.

Sincerely,

Helen Meyers
Vice President





Communities In Schools

HELPING KIDS
PREPARE FOR LIFE

COMMUNITIES IN SCHOOLS OF THE MIDLANDS, INC.

Serving Richland & Lexington Counties

Post Office Box 8884 • 1300 Pickens Street • Suite 202 • Columbia, SC 29202

(803) 254-9727 Fax (803) 254-0320

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SC Department of Education

Frank Chatman, Wachovia

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Riley & Scarborough, LLP

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Alexandra Evans, Ph. D.,

(Ex-off) USC School of Public Health

Mattie Fowler, Benedict College

Therese A. Griffin, SCANA

Marian F. Hampton, Community Volunteer

Jennifer Harding, The State Newspaper

Brenda Johnson, Community Volunteer

Bonnie Kelly, Systems & Computer

Technology Corp.

Bobbi J. Kennedy, SCETV

M. LaNelle Kohn, Midlands Improving

Math & Science Hub

Archie Maddox Jr.,

Commission on Children & Youth

Joe McCulloch, Esq.,

(Ex-off), McCulloch Law Firm

Francis McMeekin, Community Volunteer

Frederic J. Medway, Ph. D.,

USC Department of Psychology

Karen Miller, Community Volunteer

G. Lee Porter, Barnes Learning Center

Joel Smith, (Ex-off) USC Moore

School of Business

Janet Spencer, Blue Cross and Blue Shield

of South Carolina

Diana L. Thorne, M.D.,

Dorn VA Medical Center

Caroline Callison Tiffin, Esq.,

SC Department of Juvenile Justice

Pope Walker, Rose Talbert Company

Dody Yarbrough, WIS TV

May 6, 2003

Ms. Michele Spradley
Midlands Math & Business Academy
P.O. Box 6792
Columbia, SC 29260

Dear Ms. Spradley:

Communities In Schools is committed to exploring a partnership with the Midlands Math and Business Academy for it is our belief that we can touch children's lives best by partnering with schools to meet the needs of students. Collaborative opportunities may include resource brokering, volunteer management, after school support, and community coordination. During the last fifteen years, CIS has served thousands of children in multiple school districts with remarkable outcomes.

I have asked Lynn Bonus, CIS Project Director, to meet with you and to launch this partnership initiative with Midlands Math and Business Academy. I believe that together we can touch the lives of students so that they have confidence, a clear vision for their future, and a foundation, which prepares them for lifelong success.

With warmest regards,

Joan Fail Hoffman
Executive Director

21-03-130

Letter of Support

To whom it may concern,

Please let it be known that I / we, Aletha Stewart,

residing at 2205 Pinehurst Rd,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Adrian Tucker

_____ in this school.

Thank you,

Aletha Stewart
Parent(s) / Community Member(s)

4-26-03
Date

Letter of Support

To whom it may concern,

Please let it be known that I / we, Rebecca Libson,

residing at 2125 Woodhall Dr. Colby, SC 29210,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), _____

_____, in this school.

Thank you,

Rebecca Libson
Parent(s) / Community Member(s)

4-28-03
Date

Letter of Support

To whom it may concern,

Please let it be known that I / we,

residing at

Terry House
1916 Woodruff Dr. Sola, 29210

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren),

Terry House Sr.
_____, in this school.

Thank you,

Terry House
Parent(s) / Community Member(s)

Date

4-27-13

Letter of Support

To whom it may concern,

Please let it be known that I / we, Bernard Bole,

residing at 2733 Dean Dr. Columbia S.C. 29210,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), _____

_____, in this school.

Thank you,

Bernard Bole
Parent(s) / Community Member(s)

4/27/03
Date

Letter of Support

To whom it may concern,

Please let it be known that I / we, DEXTER WARD SR. + VANESSA WARD
residing at 2417 WINDY DR. COLA. SC. 29209,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), DEXTER WARD JR., CHARLE CROCKER,

DANELL CROCKER, OBIE CROCKER JR., in this school.
WILKIN PETTIS

Thank you,

Dexter Ward Jr.

Parent(s) / Community Member(s)

5-14-03

Date

Letter of Support

To whom it may concern,

Please let it be known that I / we Ada Sephes,
residing at 1829 Rook Street,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____, in this school.

Thank you,

Ada Sephes

Parent(s) / Community Member(s)

May 14, '03
Date

Letter of Support

To whom it may concern,

Please let it be known that I / (we) William Petersen (William Petersen)

residing at 1822 Pennsylvania Ave Columbia, SC, 29204

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____ in this school.

Thank you,

William Petersen

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Myrtle L. Gordon,

residing at 2118 Gordon St, Colo. P.O. 29204,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____ in this school.

Thank you,

Myrtle L. Gordon

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we Willie Richardson

residing at 2332-B Wades Rd

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____ in this school.

Thank you,

Willie Richardson

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, BERNARD Coot,
residing at 2430 GORDON ST,

am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider
enrolling my/our child(ren), N/A

_____, in this school.

Thank you,

Bernard Coot

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I we, Shene L. Sumter,

residing at 1725 Bgwood Dr. Columbia, S.C. 29223,

am are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open I we will consider

enrolling my/^{grand}our child(ren), Aja Sumter, Kaitonionette Statse

_____, in this school.

Thank you,

Shene L. Sumter

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Solomon Bailey,
residing at Richland District one,
am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider
enrolling my/our child(ren), _____
_____, in this school.

Thank you,

Solomon Bailey

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I we,

residing at 2428-A Weites Rd,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____ in this school.

Thank you,

Audrey James

John Harris

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I we, Dorothy Robinson,
residing at 13T S Martin Court Colx 25204
am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider
enrolling my/our child(ren), Tymisha Christopher
Daguita, in this school.

Thank you,

[Signature]

Dorothy Robinson
Parent(s) / Community Member(s)

*

Letter of Support

To whom it may concern,

Please let it be known that I / we, Toynetta Carter,

residing at 1802 St. Louis Ave.,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our ^{neice} ~~child~~ (ren), Kiana Valles

_____, in this school.

Thank you,

Toynetta J. Carter 767-5848

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we Katrina Dash,
residing at 15 T. S. Martin Court,

am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider
enrolling my/our child(ren), _____

_____, in this school.

Thank you,

Katrina Dash 397-4909

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that (I) we Angela Thomas,

residing at 17 T. S. Martin St,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Thomas Wright IV

_____ in this school.

Thank you,

Angela Thomas
Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Rosalind,
residing at 112 Riverview Court,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____ in this school.

Thank you,

Rosalind Martin
Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Mary Snipes,
residing at 3100 Lousia St.

am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Kwame McHill
_____, in this school.

Thank you;

Mary Snipes
Oyan McHill
Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Valerie Gosier,

residing at 11 T. S. Martin Court,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Antonio Ferron

_____, in this school.

Thank you,

Val

Valerie Gosier
Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we

residing at

CARI Woods
2413 GORDON ST

am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider
enrolling my/our child(ren), _____

_____, in this school.

Thank you,

Cari Woods
Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we K ELEY,

residing at 7102 Bluff Rd Hopkins SC 29061,

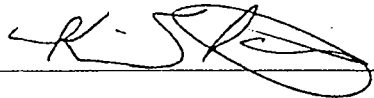
am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), TANAKIA ELEY

_____ in this school.

Thank you,



Parent(s) / Community Member(s)

ROA 617

0392

enrolling my/our child(ren), N/A, in this school.

Letter of Support

To whom it may concern,

Please let it be known that I / we, Ilene Belton,

residing at 106 T.S. Martin Drive Columbia, SC 29204

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), NANAISHA and DARESHA

BANKS, in this school.

Thank you,

Ilene Belton

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, JOSEPH W SHIVER,

residing at 1810 ALLEN BENEDICT CT. APT J-4, 29204

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____, in this school.

Thank you,

Joseph W Shiver

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Boulder Nelson Shelley Nelson
residing at 129 Bluff Road Columbus SC,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Mason Brett Aaron Kern Brett Aaron
_____, in this school.

Thank you,

Boulder Nelson
Parent(s) / Community Member(s)

5-1-03
Date

Letter of Support

To whom it may concern;

Please let it be known that I/we CAROL Nathan

residing at 4352 Mellowood Dr.

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I/we will consider

enrolling my/our child(ren), James Nathan Jr.

_____ in this school.

Thank you,

Carol Nathan
Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we Willie Mae Porterfield,
residing at 2600 Windy Drive Columbia, S.C. 29208
am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider
enrolling my/our child(ren), Lester Douglas Rayshon Douglas
_____, in this school.

Thank you;

Willie Mae Porterfield 4-18-03

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Pamela H. Mason,

residing at 317 Old Iron Ro. Col, SC 29229,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Brandon & Antrene Mason

_____ in this school.

Thank you,

Pamela H. Mason

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Timothy E Wilson
residing at 1901 Chandler Ave,

am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Timothy E Wilson I
Tanya Wilson, in this school.

Thank you,

Timothy E Wilson
Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Tommy Fisher,

residing at 5418 Mauldin Ave I-E C61a SC 29203

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Ryan Spann

_____ in this school.

Thank you,

Tommy Fisher

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Albertus PORTER

residing at 800 Ounal Hill Dr
Hopkin SC

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Perria PORTER

_____, in this school.

Thank you,

Albertus PORTER

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, Janice M. Phelps,

residing at 320 S. Belt Line Blvd #373,

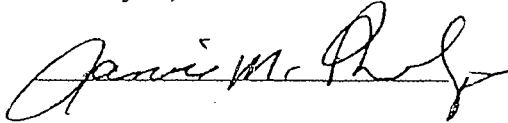
am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Spencer Ballard

_____, in this school.

Thank you,



Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we, DAVID JOHNSON,

residing at 1821 CHANDLER AVE,

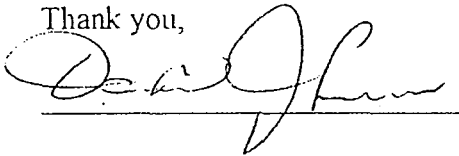
am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

N/A, in this school.

Thank you,



Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we,

Charlene A. Robinson
residing at 3817 Woodbury Dr, Coln. S.C. 29209

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren),

Abraham Robinson III

, in this school.

Thank you,

Charlene A.R.

Parent(s) / Community Member(s)

4-30-03

Date

Letter of Support

To whom it may concern,

Please let it be known that I / we

Lakisha Mosley
residing at 100 T.S. Martin Dr. Columbia, S.C. 29204

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Cedric Hopkins / Brendesha
Mosley, in this school.

Thank you,

Lakisha Mosley
Parent(s) / Community Member(s)

5/1/03
Date

Letter of Support

To whom it may concern,

Please let it be known that I / we, Angela Hopkins,

residing at 4313 Crestliffe Dr. Colar, SE 24205

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Kayla & Alicia Hopkins
Burnside, in this school.

Thank you,

Mrs Angela Hopkins

Parent(s) / Community Member(s)

May 1, 2003

Date

Letter of Support

To whom it may concern,

Please let it be known that I / we, Joanne Pelzer,

residing at 4005 Candlelite Dr Coln SC 29209,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Tywan Pelzer

_____, in this school.

Thank you,

Joanne Pelzer
Parent(s) / Community Member(s)

5-01-03

Date

Letter of Support

To whom it may concern,

Please let it be known that I / we, Doris Porter,

residing at 800 Quail Hill Dr,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Derrion Porter

Caughman Rd., in this school.

Thank you,

Albany Doris Porter

Parent(s) / Community Member(s)

9-1-03

Date

Letter of Support

To whom it may concern,

Please let it be known that I / we, Ella Sabb,

residing at 112 Field Pine Ave Hopkins S.C. 29061

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Samuel, DeShanna, Laron Sabb

_____, in this school.

Thank you,

Ella Sabb
Parent(s) / Community Member(s)

5-1-02
Date

Letter of Support

To whom it may concern,

Please let it be known that I / we, Elaine Latimer,
residing at 4625 Corbett Street,

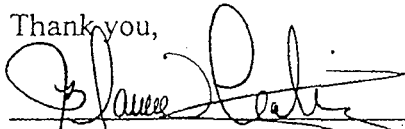
am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), Randall (11) & Lamar (9)

_____, in this school.

Thank you,



Parent(s) / Community Member(s)

5/01/03

Date

Letter of Support

To whom it may concern,

Please let it be known that I we, Charmaine Gary,
residing at 400 Greenhew Dr. Apt. 64 Columbia, SC 29209,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I we will consider

enrolling my/our child(ren), _____

_____, in this school.

Thank you,

Charmaine Gary
Parent(s) / Community Member(s)

5-1-03
Date

Appendix C

Core Knowledge at a Glance: Major Topic Headings, 3-5

	Third Grade	Fourth Grade	Fifth Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek and Roman Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Sayings and Phrases	I. Writing, Grammar and Usage II. Poetry III. Fiction (Stories; Shakespeare; Myths and Legends) IV. Sayings and Phrases
History and Geography	World I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall") American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	World I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. Civil War III. Native Americans: Cultures and Conflicts IV. U.S. Geography
Visual Arts	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization	I. Art of the Middle Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra
Science	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal)	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter;	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes

and Nervous Systems; Vision and
Hearing)
III. Light and Optics
IV. Sound
V. Ecology
VI. Astronomy
VII. Science Biographies

Elements; Solutions
III. Electricity
IV. Geology: Earth and Its Changes
V. Meteorology
VI. Science Biographies

IV. Life Cycles and Reproduction
V. Human Body (Endocrine and
Reproductive Systems)
VI. Chemistry: Matter and Change
VII. Science Biographies

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Core Knowledge at a Glance: Major Topic Headings, 6-8

	Sixth Grade	Seventh Grade	Eighth Grade
Language Art/English	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama (Stories; Shakespeare; Classical Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	World I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome) III. Enlightenment IV. French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VI. Latin American Independence Movements American I. Immigration, Industrialization, and Urbanization II. Reform	World I. America Becomes a World Power II. World War I, "The Great War" III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of the United States	World I. Decline of European Colonialism II. Cold War III. Civil Rights Movement IV. Vietnam War and the Rise of Social Activism V. Middle East and Oil Politics VI. End of the Cold War: Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution – Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)	I. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20 th -Century Sculpture) II. Architecture Since the Industrial Revolution
Music	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach; Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music (Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky) IV. Vocal Music (Opera; American Musical Theater)
Mathematics	I. Numbers and Number Sense II. Ratio and Percent	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic;	I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear

Core Knowledge at a Glance: Major Topic Headings, 6-8

	III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	- Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	- Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and Proofs)
Science	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. Human Body (Lymphatic and Immune Systems) VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

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Appendix D

Appendix E

About Core Knowledge

[An Overview of the K-8 Core Knowledge Sequence](#)

[Corrections to K-8 Sequence](#)

[Preschool Sequence](#)

[Articles by E.D. Hirsch, Jr.](#)

[Articles from our Newsletter](#)

[Common Questions and Misconceptions](#)

[Frequently Asked Questions](#)

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About Core Knowledge®

[What is Core Knowledge? / The Four S's / A Sample of the Core Knowledge Sequence /](#)

[Who Decided What's in the Sequence? / Benefits of Core Knowledge](#)

What is Core Knowledge?



An Idea... that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.

A Guide to Specific, Shared Content... as outlined in the *Core Knowledge Sequence* (a grade-by-grade guide to important knowledge) and supported in *Core Knowledge resources*, including the *What Your Kindergartner - Sixth Grader Needs To Know* book series.

A School Reform Movement... taking shape in hundreds of schools where educators have committed themselves to teaching important skills and the Core Knowledge content they share within grade levels, across districts, and with other Core Knowledge schools across the country.

The Four S's. Core Knowledge is:

Solid

Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

Sequenced

Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason, the *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example, on pioneer days or the rain forest, but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators).

Specific

A typical state or district curriculum says, "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." But which people and events? What ideas and movements? In contrast, the *Core Knowledge Sequence* is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the *Core Knowledge Sequence* presents a practical answer to the question, "What do our children need to know?"

Shared

Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

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A Sample of the *Core Knowledge Sequence*

(These excerpts represent only a very small and selective sampling. Please see the *Core Knowledge Sequence* for additional information.)

KINDERGARTEN: VISUAL ARTS

- Painting: line and color in such works as Matisse's *The Purple Robe*, Picasso's *Le Gourmet*, Mary Cassatt's *The Bath*, Henry O. Tanner's *The Banjo Lesson*, and Diego Rivera's *Mother's Helper*.
- Sculpture: Statue of Liberty, mobiles of Alexander Calder, Northwest American Indian totem pole

FIRST GRADE: WORLD HISTORY

Early Civilizations: Ancient Egypt

- Geography: Africa, Sahara Desert
- Importance of the Nile River, floods and farming
- Pharaohs: Tutankhamen, Hatshepsut
- Pyramids, and mummies, animal gods, Sphinx
- Writing: hieroglyphics

SECOND GRADE: AMERICAN HISTORY

Civil Rights

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball
- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

THIRD GRADE: MATH

Fractions

- Recognize fractions to one-tenth
- Identify numerator and denominator
- Write mixed numbers
- Recognize equivalent fractions (for example, $1/2 = 3/6$)
- Compare fractions with like denominators using the signs $<$, $>$, and $=$

Geometry

- Identify lines as horizontal, vertical, perpendicular, parallel
- Polygons: recognize vertex; identify sides as line segments; identify pentagon, hexagon, and octagon
- Identify angles: right angle; four right angles in a square or rectangle
- Compute area in square inches and square centimeters

FOURTH GRADE: SCIENCE

Electricity

- Electricity as the flow of electrons

- Static electricity
- Electric current
- Electric circuits: closed, open, and short circuits
- Simple circuit (battery, wire, bulb, filament, switch)
- Conductors and insulators
- How electromagnets work
- Using electricity safely

FIFTH GRADE: AMERICAN HISTORY AND GEOGRAPHY

Westward Exploration and Expansion

- Early exploration of the west: Daniel Boone, Cumberland Gap, Wilderness Trail
- The Louisiana Purchase: Lewis and Clark, Sacagawea
- Pioneer land routes: Santa Fe Trail and Oregon Trail
- Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
- American Indian resistance: Tecumseh attempts to unite tribes to defend their land
- "Manifest Destiny" and conflict with Mexico
- The Mexican War

SIXTH GRADE: LANGUAGE ARTS

Fiction and Drama

- *The Iliad* and *The Odyssey*
- *The Prince and the Pauper*
- *Julius Caesar*

Writing and Research

- Write a research essay, with attention to
 - * asking open-ended questions
 - * gathering relevant data through library and field research
 - * summarizing, paraphrasing, and quoting accurately when taking notes
 - * defining a thesis
 - * organizing with an outline
 - * integrating quotations from sources
 - * acknowledging sources and avoiding plagiarism
 - * preparing a bibliography

SEVENTH GRADE: MUSIC**Classical Music: Romantics and Nationalists**

- Music and National Identity
- Antonin Dvorak, *Symphony No. 9 ("From the New World")*
- Edvard Grieg, *Peer Gynt Suites Nos. 1 and 2*
- Peter Ilich Tchaikovsky, *1812 Overture*
- American Musical Traditions
- Blues: Twelve bar blues form
- Jazz: Louis Armstrong, Duke Ellington, Miles Davis

EIGHTH GRADE: PHYSICS**Motion, Forces, Density and Buoyancy, Work, Energy, Power**

- Velocity and speed
- The concept of force
- Unbalanced forces cause change in velocity
- When immersed in a fluid, all objects experience a buoyant force
- In physics, work is a relation between force and distance: work is done when force is exerted over a distance
- In physics, energy is defined as the ability to do work
- In physics, power is a relation between work and time: a measure of work done and the time it takes to do it

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Knowledge Builds on Knowledge

We learn new knowledge by building on what we already know. Students in Core Knowledge schools know a lot, because they are offered a coherent sequence of specific knowledge that builds year by year. For example, in sixth grade they should be ready to grasp the law of the conservation of energy because they have been building the knowledge that prepares them for it, as shown in this selection from the physical science strand of the *Core Knowledge Sequence*:

Kindergarten:

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Magnetism, the idea of forces we cannot see. Classify materials according to whether they are attracted to a magnet.

First Grade:

Basic concept of atoms. Names and common examples of the three states of matter. Examine water as an example of changing states of matter in a single substance. Properties of matter: measurement.

Second Grade:

Lodestones: naturally occurring magnets. Magnetic poles: north-seeking and south-seeking poles. Magnetic fields (strongest at the poles). Law of attraction: unlike poles attract, like poles repel.

Fourth Grade:

Atoms: all matter is made up of particles too small to see. Atoms are made up of even smaller particles: protons, neutrons, electrons. Concept of electrical charge: proton has positive charge; electron has negative charge; neutron has no charge. "Unlike charges attract, like charges repel" (relate to magnetic attraction). Properties of matter: mass, volume and density. The elements: basic kinds of matter.

Fifth Grade:

Atoms are constantly in motion; electrons move around the nucleus in paths called shells (or energy levels). Atoms form molecules and compounds. The Periodic Table: organizes elements with common properties.

Sixth Grade:

Kinetic and potential energy: types of each. Energy is conserved in a system. Heat and temperature. Three ways energy is transferred: conduction, convection, and radiation. Energy transfer: matter changes phase by adding or removing energy. Expansion and contraction.
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Who Decided What's in the Sequence?

The *Core Knowledge Sequence* is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus-building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's advisory board on multicultural traditions. Provisional versions of the Sequence were reviewed and revised by panels of teachers, and in 1990 a national conference was convened at which twenty-four working groups hammered out a draft sequence. This draft was fine-tuned

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during a year of implementation at Three Oaks Elementary in Ft. Myers, Florida. As more elementary schools adopt Core Knowledge, the Foundation seeks their suggestions based on experience in order to update the Sequence.

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Benefits of Core Knowledge

For Students

- Provides a broad base of knowledge and a rich vocabulary
- Motivates students to learn and creates a strong desire to learn more
- Provides the knowledge necessary for higher levels of learning and helps build confidence

For the School

- Provides an academic focus and encourages consistency in instruction
- Provides a plan for coherent, sequenced learning from grade to grade
- Promotes a community of learners -- adults and children
- Becomes an effective tool for lesson planning and communication among teachers and with parents
- Guides thoughtful purchases of school resources

For the School District

- Provides a common focus to share knowledge and expertise
- Decreases learning gaps caused by mobility
- Encourages cooperation among schools to provide quality learning experiences for all students
- Provides a strong foundation of knowledge for success in high school and beyond

For Parents and the Community

- Provides a clear outline of what children are expected to learn in school
- Encourages parents to participate in their children's education both at home and in school
- Provides opportunities for community members to help obtain and provide instructional resources

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Questions? Visit our [Frequently Asked Questions](#) page, or send an e-mail to the [Core Knowledge Foundation](#).

5/10/2007

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Appendix F

Grades 3–5: Number and Operations

STANDARD 1. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

EXPECTATION A. Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.

*1. Explain the place value structure of whole numbers through hundred thousands.	1. Explain the place value structure of whole numbers including periods (thousands, millions, billions, etc.).	
2. Read and write whole numbers.		
3. Compare whole numbers using symbols ($>$, $<$, $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>).		
4. Identify the place value of decimals through hundredths using concrete and pictorial models.		1. Describe the place value structure of decimals.
5. Read and write decimals through hundredths based on concrete and pictorial models.		2. Read and write decimals.
6. Compare decimals (through hundredths) using symbols ($>$, $<$, and $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>) with concrete and pictorial models.	*2. Compare decimals (through hundredths) using symbols ($>$, $<$, and $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>).	*3. Order lists of three or more numbers that contain whole numbers, decimals, or both.
7. Read and write amounts of money using the dollar sign (\$) and decimal notation (.).		

EXPECTATION

- B. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.**

*1. Recognize equivalent representations for the same whole number by decomposing and composing whole numbers up through three digits.		
2. Write three-digit whole numbers in standard form, in expanded form, and in words.	1. Write whole numbers in standard form, in expanded form, and in words.	1. Write decimals (ten thousandths) in standard form, in expanded form, and in words.

EXPECTATION

- C. Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.**

*1. Describe fractional parts of a unit or a group of objects ($1/100$, $1/10$, $1/8$, $1/6$, $1/5$, $1/4$, $1/3$, and $1/2$).	1. Describe fractional parts of collections of objects.	1. Name and write mixed numbers and improper fractions shown in concrete and pictorial models.
	2. Locate points on a number line corresponding to a unit fraction and its multiples between 0 and 1.	2. Locate points on a number line corresponding to mixed numbers and improper fractions.
		3. Explain the relationship between fractions and division.

EXPECTATION

- D. Use models, benchmarks, and equivalent forms to judge the size of fractions.**

	1. Relate the size of fractions to the benchmark fractions of 0, $1/2$, and 1.	1. Relate the size of fractions to the benchmark fractions 0, $1/4$, $1/2$, $3/4$, and 1.
	2. Compare concrete or pictorial models of fractions using the symbols $>$, $<$, and $=$.	*2. Compare fractions using symbols ($>$, $<$, and $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>).

EXPECTATION E. Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.

*1. Represent equivalent forms of commonly used fractions using concrete and pictorial models.	1. Write equivalent forms of commonly used fractions.	1. Represent fractions as decimals and percents using concrete and pictorial models.
	2. Write equivalent forms of decimals.	*2. Identify equivalent relationships among fractions, decimals, and percents such as $1/4 = .25 = 25\%$, $1/3 = .33 = 33 \frac{1}{3}\%$, $2/5 = .40 = 40\%$, $1/2 = .50 = 50\%$, and $3/4 = .75 = 75\%$.
	*3. Identify and represent common fraction-decimal equivalents.	

EXPECTATION F. Explore numbers less than 0 by extending the number line and through familiar applications.

	1. Identify situations in which numbers less than 0 are used.	1. Describe numbers less than 0 using real world models.

EXPECTATION G. Describe classes of numbers according to characteristics such as the nature of their factors.

1. Describe and identify the characteristics of even and odd numbers by examining their divisibility by 2.	*1. Determine the factors of a given number up to 50.	1. Identify a number as prime, composite, or neither.
		*2. Explain the characteristics of prime numbers and composite numbers.
	*2. Determine common multiples of pairs of whole numbers each of which is less than or equal to 12.	*3. Determine the least common multiple of two whole numbers.

STANDARD**II. Understand meanings of operations and how they relate to one another.****EXPECTATION****A. Understand various meanings of multiplication and division.**

*1. Describe the meaning of multiplication using concrete and pictorial models.		*1. Solve problems using multiplication and division.
*2. Describe the meaning of division using concrete and pictorial models.	1. Explain the meaning of a remainder.	

EXPECTATION**B. Understand the effects of multiplying and dividing whole numbers.**

	1. Explain the effect on the product when one of the factors is changed.	1. Describe and explain the effect on the product when both factors are changed.
	2. Compare the size of the quotient to the dividend when dividing two whole numbers.	2. Describe and explain the effect on the quotient when the divisor is changed.

EXPECTATION**C. Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.**

*1. Use the inverse relationships between addition and subtraction to solve problems.	*1. Use the inverse relationships between multiplication and division to solve problems.	*1. Describe the relationships among the four operations.
		2. Solve multiplication problems such as rates and applications of the Fundamental Counting Principle.

EXPECTATION D. Understand and use properties of operations, such as the distributivity of multiplication over addition.

1. Recognize commutativity in the addition facts.	1. Recognize commutativity in the multiplication facts.	
2. Use the associative property to add efficiently.	*2. Use the associative and distributive properties to multiply efficiently.	
	3. Apply divisibility rules for 2, 5, and 10.	1. Apply the divisibility rules for 3, 6, and 9.

STANDARD III. Compute fluently and make reasonable estimates.

EXPECTATION A. Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50 .

1. Recall multiplication and division facts through 9.		
*2. Use basic number combinations to compute related problems in multiplication and division using multiples of 10 (e.g., using 3×5 to compute 30×5).	1. Use basic number combinations to compute related problems in multiplication and division using multiples of 100 and 1,000.	

EXPECTATION B. Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.

1. Compare and contrast different addition and subtraction algorithms to select the most efficient one for solving a given problem.	*1. Construct and analyze algorithms for all operations on whole numbers.	
2. Construct and analyze concrete models (rectangular arrays) for multiplication of one- and two-digit numbers.		1. Find the quotient and a remainder given a dividend of four digits or less and a divisor of two digits or less.
*3. Demonstrate fluency in the use of both addition and subtraction algorithms and explain the steps involved.	*2. Demonstrate fluency in the use of a multiplication algorithm and explain the steps involved.	*2. Demonstrate fluency in the use of a division algorithm and explain the steps involved.
		3. Explain computational strategies used to solve mathematical problem situations.

EXPECTATION C. Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.

1. Round whole numbers to the nearest 10, 100, and 1,000.	1. Round whole numbers to the nearest 10,000, 100,000, and 1,000,000.	
2. Estimate whole number sums and differences, describe the method used, and determine the reasonableness of the results.	*2. Estimate and determine the reasonableness of the product of whole numbers (one factor with two digits or less and the other factor with three digits or less).	1. Use estimation as a tool for judging the reasonableness of calculator, mental, and paper-and-pencil computations.
	3. Estimate the quotient of whole numbers with a one-digit divisor, a two-digit divisor, and multiples of 10 and determine the reasonableness of results.	*2. Apply a variety of computational estimation strategies to solve problems involving whole numbers.
	4. Refine estimates using terms such as <i>closer to</i> , <i>between</i> , and <i>a little more than</i> .	

EXPECTATION

- D. Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience.

	1. Round decimals to the nearest tenth and hundredth.	1. Round decimals to the nearest tenth, hundredth, and thousandth.
	2. Develop and use strategies to estimate sum and difference of decimals.	*2. Estimate the sum and difference of decimals through thousandths and determine the reasonableness of the results.

EXPECTATION

- E. Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.

		*1. Add and subtract commonly used fractions using concrete models, pictorial models, and equivalent forms.
		2. Multiply commonly used fractions (including decimals) using area models.
		3. Relate connections between products of fractions and products of decimals using area models.
	1. Add and subtract decimals through hundredths using concrete and pictorial models.	*4. Add and subtract decimals through thousandths.

EXPECTATION

- F. Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.**

*1. Select appropriate methods and tools and use the selected method or tool to solve addition and subtraction problems.	*1. Explain why a particular method or tool may be the most appropriate one to use in solving a given problem.	*1. Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.

Grades 3-5: Algebra

STANDARD 1. Understand patterns, relations, and functions.

EXPECTATION A. Describe, extend, and make generalizations about geometric and numeric patterns.

1. Describe, create, and extend numeric patterns with and without models and calculators.	1. Using models and calculators, create, extend, and analyze numeric patterns (including decimal patterns through thousandths).	1. Using models and calculators, analyze and extend numeric and geometric patterns such as triangular numbers, perfect squares, and arithmetic sequences.
		2. Find the missing elements in numeric and nonnumeric patterns.

EXPECTATION B. Represent and analyze patterns and functions, using words, tables, and graphs.

1. Determine the pattern to identify missing numbers in a sequence and in a table of number pairs.	1. Describe and represent number relationships with tables.	*1. Represent and analyze patterns and functions using words, tables, and graphs.
*2. Use pattern identification to solve problems.	*2. Determine the rule to identify missing numbers in a sequence or a table.	2. Analyze, describe, and use function rules to make generalizations.

STANDARD

II. Represent and analyze mathematical situations and structures using algebraic symbols.

EXPECTATION

A. Identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers.

For all three grade levels, refer to these concepts in the "Number and Operations" strand.

EXPECTATION

B. Represent the idea of a variable as an unknown quantity using a letter or a symbol.

1. Use concrete or pictorial models and symbols to represent missing addends or factors.	1. Use variables to represent an unknown quantity using a letter or a symbol.	1. Use variables to write a mathematical expression in symbolic form.

EXPECTATION

C. Express mathematical relationships using equations.

*1. Use concrete or pictorial models and symbols to identify missing addends or factors in equations that express relationships between two quantities.	*1. Use equations to represent relationships.	*1. Use a variable to write an open sentence representing a given mathematical relationship.

STANDARD**III. Use mathematical models to represent and understand quantitative relationships.****EXPECTATION****A. Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.**

*1. Use patterns and relationships in a variety of real-world contexts.		1. Use a single variable to create a problem situation based on a given open sentence.

STANDARD**IV. Analyze change in various contexts.****EXPECTATION****A. Investigate how a change in one variable relates to a change in a second variable.**

	1. Describe how a rate of growth varies over time.	1. Describe the relationship among distance, speed, and time.

EXPECTATION**B. Identify and describe situations with constant or varying rates of change and compare them.**

1. Identify real situations and events that show change.	*1. Using charts and graphs, describe changes over time as increasing, decreasing, and varying.	1. Create charts and graphs to show change over time.
		2. Represent situations with number tables, graphs, and verbal descriptions.
		*3. Associate tables, graphs, and stories of the same event.

Grades 3–5: Geometry

STANDARD

1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

EXPECTATION

- A. Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.

*1. Using appropriate vocabulary, identify and describe attributes of polygons including triangles, quadrilaterals (rectangles, squares, other parallelograms, trapezoids), pentagons, hexagons, and octagons.	*1. Choose appropriate models of two- and three-dimensional shapes from descriptions of attributes.	1. Using models and appropriate vocabulary, compare and analyze attributes of polygons, attributes of polyhedra, and attributes of cones and cylinders.
*2. Using appropriate vocabulary, describe properties of circles (center, radius, and diameter).		
*3. Using appropriate vocabulary, identify and describe attributes of three-dimensional shapes including prisms, pyramids, spheres, cones, and cylinders.		

EXPECTATION

- B. Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.

	*1. Classify triangles by lengths of sides (scalene, isosceles, and equilateral) and sizes of angles (acute, obtuse, and right).	*1. Using models and appropriate vocabulary classify quadrilaterals, polyhedra, cones, and cylinders according to their attributes.
1. Classify three-dimensional shapes according to their attributes.		2. Develop definitions for classes of two- and three-dimensional shapes.

EXPECTATION

C. Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.

1. Combine two-dimensional shapes to form new shapes and draw conclusions about area and fractional relationships.	1. Subdivide two-dimensional shapes to form new shapes and draw conclusions about area and fractional relationships.	

EXPECTATION

D. Explore congruence and similarity.

*1. Compare two-dimensional shapes to determine if they exactly match (congruency).		*1. Compare two-dimensional shapes to determine if they are similar by transformations of magnifying or shrinking.

EXPECTATION

E. Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.

1. Using models, make and test conjectures about geometric properties and relationships and explain the conclusions.	1. Using models and mathematical vocabulary, make and test conjectures about geometric properties and relationships and explain the conclusions.	*1. Make and test conjectures about geometric properties and relationships and then develop logical arguments to justify the conclusions.

STANDARD

II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

EXPECTATION

A. Describe location and movement using common language and geometric vocabulary.

1. Give instructions (direction, distance, turns) for moving from one location to another.	1. Describe location and movement using common language and geometric vocabulary and illustrate both with and without technology.	

EXPECTATION

B. Make and use coordinate systems to specify locations and to describe paths.

1. Specify locations on maps and grids using direction and distance.	*1. Investigate possible paths from one point to another along vertical and horizontal grid-lines.	*1. Using ordered pairs of numbers, locate and name points in the first quadrant of a coordinate system.
*2. Locate points corresponding to given whole numbers on a number line.	2. Identify and name points on a coordinate grid using an ordered pair of whole numbers.	

EXPECTATION

C. Find the distance between points along horizontal and vertical lines of a coordinate system.

		*1. Find the distance between points in the first quadrant of a coordinate system along horizontal and vertical lines.

Appendix G

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State Alignments - Creating your own

Last update April 7, 2003

Hints for creating your own alignment

If you choose to create your alignment, you will find that developing one is no simple task - there are many ways to correlate certain topics. We hope you will find the following hints helpful as you create your own alignment.

Suggested steps for completing alignments

1. Gather all your information (*Core Knowledge® Sequence*, state standards)
2. Review and study the *Core Knowledge Sequence* and your state standards
3. Choose an appropriate user-friendly format (see examples)
4. Start with your area and/or grade level of expertise
5. Choose a location that is quiet and free from interruptions
6. Cut and paste (literally)
7. Work through all the content areas and/or grade levels
 - Don't be too literal -- Core Knowledge and your state standards will not match word-for-word
 - This is not an exact science -- encourage debate and dialogue!
 - Include ALL standards in the alignment. There is a place to include those that do not correlate.

Coordinators

Testing

8. Type your correlation and allow time for feedback and revisions

- Type standards AND numbers. Numbers are not useful without the explanation.

9. Use an abbreviated "at a glance" document for planning

10. Use a detailed document as supporting material

Other Hints

- What if topics from Core Knowledge are assigned to a different level than our state standards or testing requirements?
- You may move the content topic ONLY if the content is explicitly listed in your state standards. For example, if the state standard for Grade 2 says, "The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language," then you may move the Core Knowledge topic of Egypt from Grade 1 to Grade 2. Moving topics arbitrarily is strongly discouraged since it leads to gaps and repetitions in student learning.

Once your school has a completed alignment with our new philosophy, and you are willing to share it, please contact Cyndi Wells for details about the benefits of Sharing Your Knowledge!

Templates

Click on the grade level to link to a pre-made template in Microsoft Word.

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[Grade 1](#)
[Grade 2](#)

[Grade 3](#)
[Grade 4](#)
[Grade 5](#)

[Grade 6](#)
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<http://www.coreknowledge.org/CKproto2/schools/Alignmentcreate.htm>

5/19/2003

Grade 4 Correlation of Core Knowledge and YOUR State Standards

Working Draft, DATE

Note: Retype YOUR state standards in place of those listed below.

Strand	Core Knowledge Sequence	State Standards
Language Arts	I. Writing, Grammar, and Usage	Hint: Line up the state standard with the corresponding Core Knowledge topic (use these examples to assist you). EW4.7a: The student will write effective narratives and explanations: Focus on one aspect of a topic. EW4.7b: The student will write effective narratives and explanations: Develop a plan for writing. EW4.7c: The student will write effective narratives and explanations: Organize writing to convey a central idea. EW4.7d: The student will write effective narratives and explanations: Write several related paragraphs on the same topic. EW4.7e: The student will write effective narratives and explanations: Utilize elements of style, including word choice, tone, voice, and sentence variation. EW4.7f: The student will write effective narratives and explanations: Edit final copies for grammar, capitalization, punctuation, and spelling. EW4.7g: The student will write effective narratives and explanations: Use available technology. EW4.8a: The student will edit final copies of writing: Use subject-verb agreement. EW4.8b: The student will edit final copies of writing: Avoid double-negatives. EW4.8c: The student will edit final copies of writing: Use pronoun "I" correctly in compound sentences. EW4.8d: The student will edit final copies of writing: Use commas in series, dates, and addresses. EW4.9a: The student will use information resources to research a topic:

		Construct questions about a topic. EW4.9b: The student will use information resources to research a topic: Collect information, using the resources of the media center. EW4.9c: The student will use information resources to research a topic: Evaluate and synthesize information for use in writing. EW4.9d: The student will use information resources to research a topic: Use available technology. EW4.3a: The student will read and learn the meanings of unfamiliar words: Use knowledge of word origins, synonyms, antonyms, and homonyms; and multiple meanings of words. EW4.3b: The student will read and learn the meanings of unfamiliar words: Use word-reference materials including the glossary, dictionary, and thesaurus.
	II. Poetry	EW4.6a: The student will read a variety of poetry: Describe the rhyme scheme (approximate, end, and internal). EW4.6b: The student will read a variety of poetry: Identify the sensory words used and their effect on the reader. EW4.6c: The student will read a variety of poetry: Write rhymed, unrhymed, and patterned poetry.
	III. Fiction	EW4.4a: The student will read fiction and nonfiction, including biographies and historical fiction: Explain the author's purpose. EW4.4b: The student will read fiction and nonfiction, including biographies and historical fiction: Describe how the choice of language, setting, and information contributes to the author's purpose. EW4.4c: The student will read fiction and nonfiction, including biographies and historical fiction: Compare the use of fact and fantasy in historical fiction with other forms of literature. EW4.4d: The student will read fiction and nonfiction, including biographies and historical fiction: Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who

	IV. Speeches	have similar goals or face similar challenges. EW4.5a: the student will demonstrate comprehension of a variety of literary forms: Use text organizers such as type, headings, and graphics to predict and categorize information. EW4.5b: the student will demonstrate comprehension of a variety of literary forms: Formulate questions that might be answered in the selection. EW4.5c: the student will demonstrate comprehension of a variety of literary forms: Make inferences using information from texts. EW4.5d: the student will demonstrate comprehension of a variety of literary forms: Paraphrase content of selection, identifying important ideas and providing details for each important idea. EW4.5e: the student will demonstrate comprehension of a variety of literary forms: Describe relationship between content and previously learned concepts or skills. EW4.5f: the student will demonstrate comprehension of a variety of literary forms: Write about what is read. EW4.4a: The student will read fiction and nonfiction, including biographies and historical fiction: Explain the author's purpose. EW4.4b: The student will read fiction and nonfiction, including biographies and historical fiction: Describe how the choice of language, setting, and information contributes to the author's purpose. EW4.4c: The student will read fiction and nonfiction, including biographies and historical fiction: Compare the use of fact and fantasy in historical fiction with other forms of literature. EW4.4d: The student will read fiction and nonfiction, including biographies and historical fiction: Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges. EW4.5a: the student will demonstrate comprehension of a variety of literary forms: Use text organizers such as type, headings, and graphics

		to predict and categorize information. EW4.5b: the student will demonstrate comprehension of a variety of literary forms: Formulate questions that might be answered in the selection. EW4.5c: the student will demonstrate comprehension of a variety of literary forms: Make inferences using information from texts. EW4.5d: the student will demonstrate comprehension of a variety of literary forms: Paraphrase content of selection, identifying important ideas and providing details for each important idea. EW4.5e: the student will demonstrate comprehension of a variety of literary forms: Describe relationship between content and previously learned concepts or skills. EW4.5f: the student will demonstrate comprehension of a variety of literary forms: Write about what is read. SS4.3e: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: the backgrounds, motivations, and contributions of George Washington, George Wythe, Thomas Jefferson, James Madison, James Monroe, Patrick Henry, and other prominent Virginians in the Revolutionary era.
Language Arts, continued	V. Sayings and Phrases	Note: This section is a place to list English/Language Arts standards that do not correlate or could correlate anywhere. EW4.1a: The student will use effective oral communication skills in a variety of settings: Present accurate directions to individuals and small groups. EW4.1b: The student will use effective oral communication skills in a variety of settings: Contribute to group discussions. EW4.1c: The student will use effective oral communication skills in a variety of settings: Seek the ideas and opinions of others. EW4.1d: The student will use effective oral communication skills in a

4-5

4-6

	III. Early Presidents and Politics	establishment of the U.S. Constitution and Bill of Rights, and the success of the new national government. SS4.6e: The student will trace the history of Virginia in the 20th century, with emphasis on: the types of taxes collected and the types of services provided by each level of government. SS4.4a: The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on: the contributions of Virginians to the establishment of the U.S. Constitution and Bill of Rights, and the success of the new national government.
	IV. Reformers	SS4.4b: The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on: conflicts between northern and southern states and within Virginia, including Nat Turner's Rebellion, and events leading to secession.
	V. Symbols and Figures	
History and Geography; continued		Note: This section is a place to list History and Geography standards that do not correlate or could correlate anywhere. SS4.1a: The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on: the location of American Indians, various European settlers, and African slaves. SS4.1b: The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on: the location and growth of cities in relation to the Atlantic Ocean, the Chesapeake Bay, major rivers, the fall line/fall zone, and the Shenandoah Valley. SS4.2b: The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to explain how physical

		characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general patterns of economic growth in Virginia. SS4.2c: The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to: illustrate how communities in Virginia differ in physical features, such as land use, population density, architecture, services, and transportation. SS4.3a: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: its political and economic relationship to England and other nations. <i>(Review from Grade 3 Core Knowledge)</i> SS4.3b: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: characteristics and contributions of various groups of people. <i>(Review from Grade 3 Core Knowledge)</i> SS4.3c: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: the role of money, banking, saving, and credit in colonial Virginia. SS4.4c: The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on: Virginia's role in the Civil War, including major battles and leaders in the Confederate army, including Robert E. Lee, J.E.B. Stuart, and Thomas "Stonewall" Jackson. <i>(Preview for Grade 5 Core Knowledge)</i> SS4.5a: The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on: the Reconstruction Period and its impact on politics and government, the economy, demographics, and public opinion. <i>(Preview for Grade 5 Core Knowledge)</i> SS4.5b: The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on: the impact of segregation and Jim Crow laws. <i>(Preview</i>

		<i>for Grade 8 Core Knowledge)</i> SS4.6a: The student will trace the history of Virginia in the 20th century, with emphasis on: the accomplishments of prominent Virginians, including Woodrow Wilson, Harry F. Byrd, Sr., L. Douglas Wilder, and Arthur Ashe. SS4.6b: The student will trace the history of Virginia in the 20th century, with emphasis on: social and political events linked to desegregation and Massive Resistance and their relationship to national history. <i>(Preview for Grade 8 Core Knowledge)</i> SS4.6c: The student will trace the history of Virginia in the 20th century, with emphasis on: the impact of advances in transportation and communication on migration, economic development, and the integration of Virginia into the U.S. economy and eastern Virginia into the northeast megalopolis. SS4.6d: The student will trace the history of Virginia in the 20th century, with emphasis on: the role of money, banking, saving, and credit in contemporary Virginia. SS4.7a: The student will develop historical analysis skills including: identifying, analyzing, and making generalizations about the life in Virginia history using primary sources including artifacts, diaries, letters, photographs, art, documents, and newspapers. SS4.7b: The student will develop historical analysis skills including: distinguishing fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. SS4.7c: The student will develop historical analysis skills including: summarizing and sequencing major events in Virginia history from 1607 to the present and locating significant places and events on a map. See also: Language Arts
Visual Arts	I. Art of Middle Ages II. Islamic Art and Architecture	

	III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	
Visual Arts, continued		Note: This section is a place to list Visual Arts standards that do not correlate or could correlate anywhere.
Music	I. Elements of Music II. Listening and Understanding III. Songs	
Music, continued		Note: This section is a place to list Music standards that do not correlate or could correlate anywhere.
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	
Mathematics, continued		Note: This section is a place to list Math standards that do not correlate or could correlate anywhere.
Science	I. Human Body II. Chemistry	

	III. Electricity	SCI4.3a: The student will investigate and understand the characteristics of electricity. Key concepts include: the nature of electricity (voltage, ampere, resistance, conductors, and insulators). SCI4.3b: The student will investigate and understand the characteristics of electricity. Key concepts include: circuits (open/closed, parallel/series). SCI4.3c: The student will investigate and understand the characteristics of electricity. Key concepts include: magnetism and magnetic fields. SCI4.3d: The student will investigate and understand the characteristics of electricity. Key concepts include: static electricity. SCI4.3e: The student will investigate and understand the characteristics of electricity. Key concepts include: historical contributions in understanding electricity.
	IV. Geology: Earth and Its Changes	SCI4.8c: The student will investigate and understand important Virginia natural resources. Key concepts include: minerals, rocks, ores, and energy sources. SCI4.8d: The student will investigate and understand important Virginia natural resources. Key concepts include: forests, soil, and land.
	V. Meteorology	SCI4.6a: The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include: weather factors (temperature, air pressure, fronts, formation and type of clouds, and storms). SCI4.6b: The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include: meteorological tools (barometer, hygrometer, anemometer, rain gauge, and thermometer).
	VI. Science Biographies	

Science, continued	Note: This section is a place to list Science standards that do not correlate or could correlate anywhere. SCI4.1a: The student will plan and conduct investigations in which: distinctions are made among observations, conclusions (inferences), and predictions. SCI4.1b: The student will plan and conduct investigations in which: data are classified to create frequency distributions. SCI4.1c: The student will plan and conduct investigations in which: appropriate metric measures are used to collect, record, and report data. SCI4.1d: The student will plan and conduct investigations in which: appropriate instruments are selected to measure linear distance, volume, mass, and temperature. SCI4.1e: The student will plan and conduct investigations in which: predictions are made based on data from picture graphs, bar graphs, and basic line graphs. SCI4.1f: The student will plan and conduct investigations in which: hypothesis are formulated based on cause and effect relationships. SCI4.1g: The student will plan and conduct investigations in which: variables that must be held constant in an experimental situation are defined. SCI4.1h: The student will plan and conduct investigations in which: numerical data that are contradictory or unusual in experimental results are recognized. SCI4.2a: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: energy forms (electrical, mechanical, and chemical energy). <i>(Preview for Grade 8 Core Knowledge)</i> SCI4.2b: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: potential and kinetic energy). <i>(Preview for Grade 8 Core Knowledge)</i>

		SCI4.2c: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: simple and complex machines. <i>(Review from Grade 2 Core Knowledge)</i> SCI4.2d: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: efficiency, friction, and inertia. <i>(Preview for Grade 8 Core Knowledge)</i> SCI4.4a: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: the structures of typical plants (leaves, stems, roots, and flowers). SCI4.4b: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore, and seed). <i>(Preview for Grade 5 Core Knowledge)</i> SCI4.4c: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: photosynthesis (chlorophyll, carbon dioxide). <i>(Preview for Grade 5 Core Knowledge)</i> SCI4.4d: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: dormancy. <i>(Preview for Grade 5 Core Knowledge)</i> SCI4.5a: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: behavioral and structural adaptations. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5b: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: organization of communities. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5c: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: flow of energy through food

		webs. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5d: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: habitats and niches. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5e: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: life cycles. <i>(Review from Grade 2 Core Knowledge)</i> SCI4.5f: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: influence of human activity on ecosystems. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7a: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: the motions of the Earth, moon, and sun (revolution and rotations). <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7b: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: the causes for the Earth's seasons and phases of the moon. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7c: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: the relative size, position, and makeup of the Earth, moon, and sun. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7d: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: unique properties of the Earth as a planet and as part of the solar system. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7e: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: historical contributions in understanding the Earth-moon-sun system. <i>(Review</i>

		<i>from Grade 3 Core Knowledge)</i> SCI4.8a: The student will investigate and understand important Virginia natural resources. Key concepts include: watershed and water resources. SCI4.8b: The student will investigate and understand important Virginia natural resources. Key concepts include: animals and plants, both domesticated and wild.

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Core Knowledge® Schools

Professional Development Workshops

Effective March 1, 2003

The Core Knowledge Foundation offers a variety of workshops designed to take participants through the steps necessary to successfully implement the *Core Knowledge Sequence*. Workshops are tailored to the individual needs of schools throughout the process leading to full implementation, which is usually achieved in three years. The Core Knowledge Foundation has a network of experienced, specially trained teachers and administrators from Core Knowledge schools who serve as workshop leaders. Workshops are conducted at your school unless otherwise indicated. All logistics, including travel, are arranged by Core Knowledge Foundation staff. The Core Knowledge Foundation is the sole provider of all training related to the implementation of the *Core Knowledge Sequence*.

Goals of Core Knowledge Professional Development Training

- To provide professional development and technical assistance to teachers and administrators in their schoolwide implementation of the *Core Knowledge Sequence*
- To develop a schoolwide focus on the meaningful learning and understanding of content knowledge by all students
- To provide follow-up components for professional development in order to ensure that the implementation of the *Core Knowledge Sequence* results in improved student performance

College Credit is Available

Teachers who attend Core Knowledge workshops, writing institutes, or National Conferences are eligible to earn college credit through an arrangement with California State University Fullerton. For more information, [click here](#) to view the CSUF brochure (in Adobe® PDF

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Core Knowledge® Schools

University Partnerships

Core Knowledge schools and local universities can organize mutually beneficial partnerships. The specificity in the Core Knowledge Sequence provides the centerpiece to direct the activities in the partnership. Many types of professional development opportunities can be used to enhance a school's academic learning community.

University and school partnerships open an abundance of opportunities to seek funds to support joint projects. Foundations are more apt to support projects when they can see the connection between the proposed project and the specific content found in the Sequence.

The Trinity University partnership has facilitated a Professional Development School, school networking, content seminars, Grade-Level Share Sessions, mentoring programs, Summer Writing Institutes, Core Knowledge Conference scholarships, Core Knowledge Fair Meetings, New School Materials Stipends, Principals' Leadership Luncheons, technology centers, parental involvement, and the Texas State Leadership Conference.

Any geographic area that has several Core schools would benefit from organizing a university-school partnership. Once you organize your activities, sharing the positive experience of a partnership is very rewarding for the both university and schools. For more information contact Professor Frazee. He can provide details on the above programs and advice about how to get started with your own partnership. Professor Frazee would also appreciate hearing about other university or business partnerships.

Dr. Bruce Frazee, Professor of Education
Trinity University
715 Stadium Drive

Core Knowledge - Schools - University Partnerships

National Core Knowledge
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Testing

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5/19/2003

Curriculum Content Standards in Physical Education

A physically educated person:

- Standard 1:** demonstrates competency in many movement forms and proficiency in a few movement forms.
- Standard 2:** applies movement concepts and principles to the learning and development of motor skills.
- Standard 3:** exhibits physically active lifestyle.
- Standard 4:** achieves and maintains a health-enhancing level of physical fitness.
- Standard 5:** demonstrates responsible personal and social behavior in physical activity settings.
- Standard 6:** demonstrates understanding and respect for differences among people in physical activity settings, and
- Standard 7:** understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

*National Association for Sport and Physical Education, *Moving into the Future: National Standards for Physical Education* (Reston, VA: 1995). These standards are the basis for the South Carolina Physical Education Curriculum Standards.

Appendix H

Appendix A

Standards Implementation Checklists

Classroom Checklist

Professional Practice	Exemplary	Proficient	Progressing	Remarks
1. Standards are highly visible in the classroom. The standards are expressed in language that the students understand.				
2. Examples of "exemplary" student work are displayed throughout the classroom.				
3. Students can spontaneously explain what "proficient" work means for each assignment.				
4. For every assignment, project, or test, the teacher publishes in advance the explicit expectations for "proficient" work.				
5. Student evaluation is always done according to the standards and scoring guide criteria and never done based on a "curve."				
6. The teacher can explain to any parent or other stakeholder the specific expectations of students for the year.				
7. The teacher has the flexibility to vary the length and quantity of curriculum content on a day to day basis in order to insure that students receive more time on the most critical subjects.				
8. Commonly used standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts" —even in math, science, music and every other discipline.				

Classroom Checklist (continued)

Professional Practice	Exemplary	Proficient	Progressing	Remarks
9. The teacher has created at least one standards-based performance assessment in the past month.				
10. The teacher exchanges student work (accompanied by a scoring guide) with a colleague for review and evaluation at least once every two weeks.				
11. The teacher provides feedback to students and parents about the quality of student work compared to the standards—not compared to other students.				
12. The teacher helps to build a community consensus in the classroom and with other stakeholders for standards and high expectations of all students.				
13. The teacher uses a variety of assessment techniques, including (but not limited to) extended written responses, in all disciplines.				
Other professional practices appropriate for your classroom:				

School Checklist

Professional Practice	Exemplary	Proficient	Progressing	Remarks
1. A Standards/Class matrix (standards across the top, classes on the left side) is in a prominent location. Each box indicates the correspondence between a class and the standards. Faculty members and school leaders discuss areas of overlap and standards that are not sufficiently addressed.				
2. Standards are visible throughout the school and in every classroom.				
3. The school leaders use every opportunity for parent communication to build a community consensus for rigorous standards and high expectations for all students.				
4. Information about rigorous standards and high expectations is a specific part of the agenda of every faculty meeting, site council meeting, and parent organization meeting.				
5. The principal personally evaluates some student projects or papers compared to a school-wide or district-wide standard.				
6. The principal personally evaluates selected student portfolios compared to a school-wide or district-wide standard.				
7. Examples of "exemplary" student papers are highly visible.				
8. Job Interview committees explicitly inquire about the views of a candidate about standards, performance assessment, and instructional methods for helping all students achieve high standards.				

School Checklist (continued)

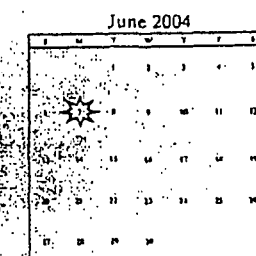
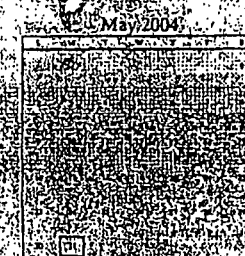
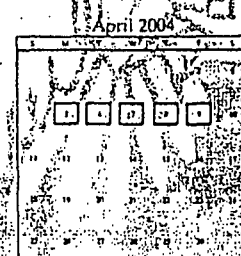
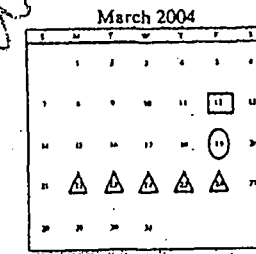
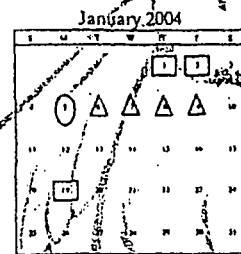
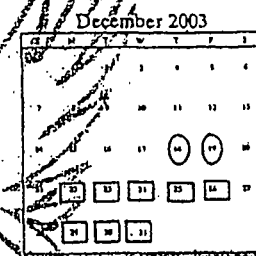
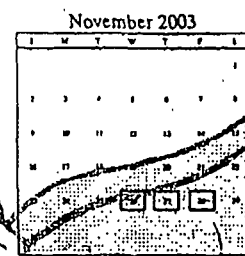
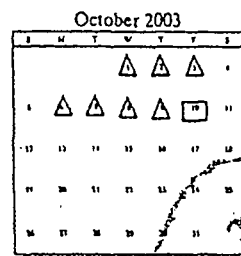
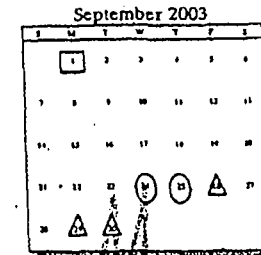
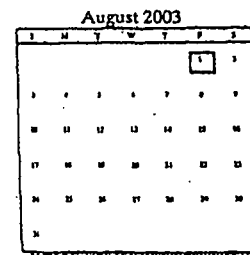
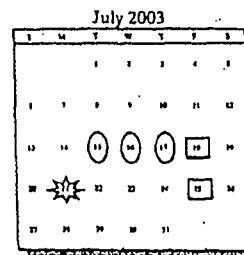
Professional Practice	Exemplary	Proficient	Progressing	Remarks
9. A "jump-start" program is available to enhance the professional education of new teachers who do not have an extensive background in standards and assessment techniques.				
10. Every discretionary dollar spent on staff development and instructional support is specifically linked to student achievement, high standards, and improved assessment.				
11. Faculty meetings are used for structured collaboration with a focus on student work - not for the making of announcements.				
12. The principal personally reviews the assessment and instructional techniques used by teachers as part of the personnel review and evaluation process. The principal specifically considers the link between teacher assessments and standards.				
Other professional practices appropriate for your school:				

Appendix I

Forest Heights Elementary School 2003-2004 Calendar

July 15 Teachers Return
 July 21 Students' First Day
 July 25 No School
 August 1 No School
 September 1 Labor Day Holiday
 September 23 Staff Development/Student Holiday
 September 25 Report Card Pickup/Parent Conferences
 September 26-
 October 9 Intercession
 October 10 No School
 November 26-28 Thanksgiving Holiday
 December 18 Student Holiday/Staff Development
 December 19 Report Card Pickup/Parent Conferences
 December 22-
 January 2 Winter Holidays
 January 5 Student Holiday/Staff Development
 January 6-9 Intercession
 January 19 MLK, Jr. Holiday
 February 16 Student Holiday/Staff Development
 March 12 Professional Day Holiday
 March 19 Report Card Pickup/Parent Conferences
 March 22-26 Intercession
 April 5-9 Spring Break
 May 31 Memorial Day Holiday
 June 7 Students' Last Day

184 Days - July 17-June 7 with Dec. 19th, Feb. 16th and Intercessions off
 190 Days - July 15-June 7 with Intercessions off
 200 Days - July 7-June 10 with Intercessions off
 220 Days - July 1-June 24 with Oct. 10 and January and March Intercessions off
 240 Days - July 1-June 30



Bell Schedule

8:00 – 9:10.....1st Period

9:15 – 10:25.....2nd Period

10:30 – 11:40.....3rd Period

11:45 – 12:30.....LUNCH

12:35 – 1:45.....4th Period

1:50 – 3:00.....5th Period

Sample Student Schedule

8:00 – 9:10.....Math

9:15 – 10:25.....E/LA

10:30 – 11:40.....(A) Science
(B) Social Studies

11:45 – 12:30.....LUNCH

12:35 – 1:45.....(A) Foreign Lang.
(B) Business/
Keyboarding

1:50 – 3:00.....Related Arts

Appendix J

Proposed Budget for Midlands Math and Business Academy

Budget Codes Category	2004-05	2005-06	2006-07	2007-08	2008-09
REVENUES:					
3313 Income/Student	\$891,680	\$1,114,600	\$1,114,600	\$1,114,600	\$1,114,600
4320 Grant	\$200,000	\$200,000	0	0	0
Carryover	0	\$33,271	\$334,148	\$287,119	\$189,511
Total Revenues	\$1,091,680	\$1,347,781	\$1,448,748	\$1,401,719	\$1,304,111
EXPENSES:					
113/100 Salaries/Admin.	\$113,850	\$117,266	\$120,784	\$124,407	\$128,140
113/200 Salaries/Instruc.	\$445,000	\$458,350	\$472,101	\$486,264	\$500,851
223/100 Benefit/taxes Admin.	\$23,909	\$24,626	\$25,364	\$26,125	\$26,909
223/200 Benefits/Taxes Instruc.	\$93,450	\$96,253	\$99,141	\$102,115	\$105,178
254/300 Rent	\$120,000	\$126,000	\$132,300	\$138,915	\$145,851
254/400 Electric	\$24,000	\$25,200	\$26,460	\$27,783	\$29,172
254/300 Telephone	\$4,800	\$5,040	\$5,292	\$5,557	\$5,834
254/300 Water	\$2,400	\$2,520	\$2,646	\$2,778	\$2,917
254/300 Maintenance	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
254/300 Insurance	\$6,320	\$7,244	\$7,968	\$8,765	\$9,641
254/300 Food	\$12,000	\$12,600	\$13,230	\$13,892	\$14,586
254/300 Janitorial	\$7,200	\$7,560	\$7,938	\$8,335	\$8,752
254/300 Computers	\$36,000	\$37,800	\$39,690	\$41,675	\$43,758
254/300 Postage	480	504	529	556	583
254/300 Attorney	\$12,000	\$12,600	\$13,230	\$14,586	\$15,315
254/300 Accountant	\$20,000	\$24,000	\$24,000	\$24,000	\$24,000
254/300 Trash	\$2,400	\$2,520	\$2,646	\$2,778	\$2,917
254/300 Annual Audit	\$0	\$5,000	\$5,000	\$5,000	\$5,000
255/300 Travel	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
224/300 Training	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
224/400 Supplies	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647
113/400 Curriculum	\$76,800	\$19,200	\$5,000	\$5,000	\$5,000
221/500 Office Equipment	\$5,000	\$1,000	\$1,000	\$1,000	\$1,000
113/500 Classroom Furniture	\$21,000	\$4,000	\$2,000	\$2,000	\$2,000
113/500 Class-Equipment	\$10,800	\$2,300	\$2,500	\$2,500	\$2,500

Total Expenses	\$1,058,409 --	\$1,013,633	\$1,161,629	\$1,212,208	\$1,105,430
Surplus(Deficit)	\$33,271	\$334,148	\$287,119	\$189,511	\$198,681

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

prepared April 2003

Estimated Charter School Per Pupil Funding for Richland School District One

1	<u>2001-2002 Audited Financial Statements</u>	<u>Amount</u>
2	Total General Fund Expenditures	\$ 180,760,374.00
3	Less: Intergovernmental Expenditures	\$ 0.00
4	NET General Fund Expenditures (2-3)	\$ 180,760,374.00
5	FY 2001-2002 Weighted Pupil Units (135-day)	32,433.18
6	Per Pupil Amount (4/5)	\$ 5,573.32
7	2002-03 Inflation Factor (0.00% x 6)	0
8	2003-04 Inflation Factor (0.00% x 6 + 0.00% x 7) (to be determined)	-
9	2003-04 Weighted Per Pupil Amount (6 + 7 + 8)	\$ 5,573.32

The weighted per pupil amount (line 9 above) includes the base for state and local funding as determined by Richland School District One's audit FY2001-02. This amount is multiplied by the charter school's weighted pupil units based upon students' classifications (indicated below) and average daily membership.

The charter school may be entitled to other state and federal categorical funds based on the characteristics of the students actually enrolled.

<u>Code</u>	<u>Classification</u>	<u>Weighting</u>
K	Kindergarten	1.30
P	Primary	1.24
EL	Elementary	1.00
HS	High School	1.25
TM	Trainable Mentally Handicapped*	2.04
SP	Speech Handicapped	1.90
HO	Homebound	.10
EH	Emotionally Handicapped	2.04
EM	Educable Mentally Handicapped	1.74
LD	Learning Disabilities	1.74
HH	Hearing Handicapped	2.57
VH	Visually Handicapped	2.57
OH	Orthopedically Handicapped	2.04
V1	Vocational (Grades 9-12)	1.29
V2	Vocational (Grades 9-12)	1.29
V3	Vocational (Grades 9-12)	1.29
AU	Autism	2.57

*Includes Profoundly Mentally Handicapped.



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

January 31, 2003

Ms. Michelle Spradley
Midlands Math and Business Academy
Post Office Box 6792
Columbia, South Carolina 29260

Dear Michelle:

The planning-implementation grant for Midlands Math and Business Academy is being processed. You will receive a check for 15 percent of the planning budget (\$3,000) in approximately two weeks.

A budget report form for the planning phase of the grant is enclosed. Funds have been placed in categories consistent with the expenditures in your approved budget. If you anticipate a deviation of more than 10 percent in any category, you must request a budget amendment **prior to obligating the funds**. An amendment request is also needed prior to purchasing goods or services not specified in your budget, even if there are funds in that category. An amendment request should be in the form of a letter to me that explains the nature of the request and what circumstances made the change necessary.

A copy of the expenditure report form is also enclosed. You will use this form to request reimbursement. The first expenditure report should include the initial grant funds (\$3,000), plus the added expenses over and above the initial funds for which you are requesting reimbursement. Designate the expenditures in the corresponding categories. Federal law establishes the standard for "drawing down" funds. The funds claimed in an expenditure report must already be encumbered, and, generally, you should not hold the funds in an account for more than 72 hours. You do not need to submit documentation (e.g., invoices, contracts, canceled checks) with the reimbursement request, but you must keep these records for at least three years after the conclusion of the grant for audit purposes.

Submit expenditure reports and amendment requests to me at the following address:

Catherine Samulski
South Carolina Department of Education
1429 Senate Street, Room 605
Columbia, South Carolina 29201

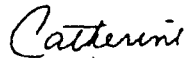
1429 SENATE STREET COLUMBIA, SOUTH CAROLINA 29201 803-734-8492 www.myscschools.com

Ms. Michelle Spradley
Page 2
January 31, 2003

Please keep in mind that you will begin the implementation phase of the grant upon receiving an approved charter that complies with the South Carolina Charter Schools Act. If this does not occur by July 14, 2004, you will forfeit the implementation funds (\$200,000) and any funds remaining in the planning budget. Implementation funds will be assessable up to three months prior to the school's opening. In addition to the planning and initial implementation funds, during the second year of operation, the charter school will receive \$2,000 per student, up to \$200,000. Of course, as with all multi-year grants, these funds are dependent on Federal allocations that are established yearly and will be allocated based on availability.

I have also enclosed copies of the scores sheets, which document the grant reviewers' evaluation of your application. Please keep in mind that the application requirements and the Charter School Advisory Committee's and district's standard of review for an application to form a charter school will be different than the criteria used to review your grant application. If you have questions, please contact me by telephone at 803-734-8277 or by email at csamulsk@sde.state.sc.us.

Very truly yours,



Catherine Samulski
Education Associate

Enclosures

Appendix K

EDUCATION EXAMPLE CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
REVENUES						
STATE REVENUE						
Revenue - State Funds	\$1,225,307.00	\$110,000.00	\$1,079,403.06	\$145,903.94	11.91%	
TOTAL STATE REVENUE	\$1,225,307.00	\$110,000.00	\$1,079,403.06	\$145,903.94	11.91%	
LOCAL REVENUE						
Revenue- State Sales Tax	\$935.60	\$0.00	\$0.00	\$935.60	100.00%	
Revenue - County Funds	\$353,948.27	\$12,534.93	\$284,147.72	\$69,800.55	19.72%	
Revenue- Rental of School Property	\$11,000.00	\$1,063.96	\$9,284.59	\$1,715.41	15.59%	
Revenue- Contributions and Donations	\$4,027.00	\$1,000.00	\$4,026.23	\$0.77	0.02%	
Revenue- Various	\$8,146.99	\$2,186.56	\$7,826.95	\$320.04	3.93%	
Revenue - USDA School Achievement	\$27,435.00	\$0.00	\$27,435.00	\$0.00	0.00%	
TOTAL LOCAL REVENUE	\$405,492.86	\$16,785.45	\$332,720.49	\$72,772.37	17.95%	
FEDERAL REVENUE						
Revenue - IDEA VI-B Sliver Grant - 044	\$1,000.00	\$0.00	\$1,000.00	\$0.00	0.00%	
Revenue - Title I Basic - 050	\$19,944.99	\$1,555.01	\$19,173.15	\$771.84	3.87%	
Revenue - Title VI-B Handicapped - 060	\$22,624.00	\$2,575.00	\$22,374.00	\$250.00	1.11%	
Revenue - Continuing Federal Aid - 086	\$114,400.84	\$13,984.15	\$114,400.84	\$0.00	0.00%	
Revenue - REAP - 091	\$9,106.00	\$0.00	\$197.16	\$8,908.84	97.83%	
TOTAL FEDERAL REVENUE	\$167,075.83	\$18,114.16	\$157,145.15	\$9,930.68	5.94%	
FOOD REVENUE						
Revenue - USDA Funds	\$23,000.00	\$5,600.18	\$20,513.05	\$2,486.95	10.81%	
Revenue - Lunch (Full Pay)	\$52,000.00	\$5,547.86	\$38,752.71	\$13,247.29	25.48%	
TOTAL FOOD REVENUE	\$75,000.00	\$11,148.04	\$59,265.76	\$15,734.24	20.98%	
SCHOOL ACTIVITY REVENUE						
Revenue - School Activities Funds	\$251.00	\$0.00	\$251.00	\$0.00	0.00%	
TOTAL SCHOOL ACTIVITY REVENUE	\$251.00	\$0.00	\$251.00	\$0.00	0.00%	
TOTAL REVENUES	\$1,873,126.69	\$156,047.65	\$1,628,785.46	\$244,341.23	13.04%	
EXPENSES						
SALARIES & BENEFITS						
Instructional Salaries & Benefits						
I. Instructional Salaries & Bonuses						
Salary - Teacher	\$431,317.00	\$35,115.07	\$318,977.90	\$112,339.10	26.05%	
Salary - Teacher Assistant	\$55,414.00	\$3,422.50	\$40,489.42	\$14,924.58	26.93%	
Salary - Substitute Pay	\$5,000.00	\$1,625.00	\$6,150.00	(\$1,150.00)	-23.00%	

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EDUCATION EXAMPLE CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

Salary - EXC Teacher	\$27,750.00	\$2,750.00	\$19,250.00	\$8,500.00	30.63%
Salary - EXC Teacher - 050	\$5,250.00	\$0.00	\$5,250.00	\$0.00	0.00%
Salary - EXC Teacher Assistant	\$13,390.00	\$304.32	\$8,665.91	\$4,724.09	35.28%
Salary - EXC Tutor - 050	\$3,300.00	\$1,444.50	\$2,583.00	\$717.00	21.73%
Salary - Bonus Pay	\$10,000.00	\$0.00	\$0.00	\$10,000.00	100.00%
Total Instructional Salaries & Bonuses	\$551,421.00	\$44,661.39	\$401,366.23	\$150,054.77	27.21%
2. Instructional Benefits					
Employer's Social Security Cost	\$40,850.00	\$3,214.85	\$29,568.64	\$11,281.36	27.62%
Employer's Social Security Cost - 050	\$654.08	\$110.51	\$599.24	\$54.84	8.38%
Employer's State Retirement Cost	\$16,438.87	\$1,324.68	\$12,073.16	\$4,365.71	26.56%
Employer's Hospitalization Cost	\$61,380.00	\$4,862.40	\$38,618.02	\$22,761.98	37.08%
Employer's Worker's Compensation Cost	\$9,000.00	\$168.39	\$6,670.00	\$2,330.00	25.89%
Employer's Unemployment Cost	\$6,000.00	\$2,069.69	\$5,503.63	\$496.37	8.27%
Employer's Dental Cost	\$5,500.00	\$405.46	\$10,691.76	(\$5,191.76)	-94.40%
Employer's Life Insurance Cost	\$2,100.00	\$197.98	\$2,375.71	(\$275.71)	-13.13%
Total Instructional Benefits	\$141,922.95	\$12,353.96	\$106,100.16	\$35,822.79	25.24%
Total Instructional Salaries & Benefits	\$693,343.95	\$57,015.35	\$507,466.39	\$185,877.56	26.81%
Administrative Salaries & Benefits					
3. Administrative Salaries & Bonuses					
Salary - Principal	\$65,000.00	\$5,416.67	\$48,750.03	\$16,249.97	25.00%
Salary - Assistant Principal	\$42,000.00	\$3,500.00	\$28,000.00	\$14,000.00	33.33%
Salary - Office Personnel	\$54,829.00	\$4,592.41	\$38,162.00	\$16,667.00	30.40%
Salary - Custodian	\$18,000.00	\$1,500.00	\$13,500.00	\$4,500.00	25.00%
Salary - Driver	\$8,100.00	\$1,087.50	\$6,157.16	\$1,942.84	23.99%
Salary - Child Nutrition	\$17,500.00	\$1,458.33	\$11,666.64	\$5,833.36	33.33%
Total Administrative Salaries & Bonuses	\$205,429.00	\$17,554.91	\$146,235.83	\$59,193.17	28.81%
4. Administrative Benefits					
Employer's Social Security Cost	\$15,715.32	\$1,262.48	\$10,754.09	\$4,961.23	31.57%
Employer's State Retirement Cost	\$6,224.50	\$508.97	\$4,313.99	\$1,910.51	30.69%
Employer's Hospitalization Cost	\$13,200.00	\$1,458.72	\$11,204.16	\$1,995.84	15.12%
Employer's Worker's Compensation Cost	\$1,900.00	(\$17.72)	\$1,309.17	\$590.83	31.10%
Employer's Unemployment Cost	\$2,400.00	\$726.81	\$1,622.03	\$777.97	32.42%
Employer's Dental Cost	\$1,650.00	\$158.76	\$1,439.83	\$210.17	12.74%
Employer's Life Insurance Cost	\$650.00	\$70.11	\$850.22	(\$200.22)	-30.80%
Total Administrative Benefits	\$41,739.82	\$4,168.13	\$31,493.49	\$10,246.33	24.55%
Total Administrative Salaries & Benefits	\$247,168.82	\$21,723.04	\$177,729.32	\$69,439.50	28.09%
TOTAL SALARIES & BENEFITS	\$940,512.77	\$78,738.39	\$685,195.71	\$255,317.06	27.15%

EDUCATION EXAMPLE CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

5. Instructional Books

Textbooks	\$23,135.00	\$0.00	\$10,730.59	\$12,404.41	53.62%
Textbook - 086	\$23,174.46	\$2,423.45	\$23,174.46	\$0.00	0.00%
EXC Textbooks	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%
Library Books	\$10,000.00	\$0.00	\$675.10	\$9,324.90	93.25%
Total Instructional Books	\$58,309.46	\$2,423.45	\$34,580.15	\$23,729.31	40.70%

6. Instructional Computers

Instructional Computer Software & Supplies	\$5,410.00	\$0.00	\$5,199.30	\$210.70	3.89%
Instructional Computer Software & Supplies - 086	\$18,518.03	(\$1,524.78)	\$18,518.03	\$0.00	0.00%
Lease & Purchase - Instructional Computer Hardware	\$15,000.00	\$0.00	\$12,140.56	\$2,859.44	19.06%
Lease & Purchase - Instructional Computer Hardware - 086	\$11,806.15	\$929.14	\$11,806.15	\$0.00	0.00%
Lease & Purchase - EXC Computer Hardware - 050	\$8,099.69	\$0.00	\$8,099.69	\$0.00	0.00%
Lease & Purchase - EXC Computer Hardware - 086	\$8,393.20	\$0.00	\$8,393.20	\$0.00	0.00%
Lease & Purchase - EXC Computer Hardware - USDA	\$27,435.00	\$0.00	\$27,435.00	\$0.00	0.00%
Total Instructional Computers	\$94,662.07	(\$595.64)	\$91,591.93	\$3,070.14	3.24%

7. Instructional Equipment

Lease & Purchase - Instructional Equipment	\$10,185.00	\$0.00	\$1,629.21	\$8,555.79	84.00%
Lease & Purchase - Instructional Equipment - 086	\$7,967.60	\$1,519.26	\$7,967.60	\$0.00	0.00%
Lease & Purchase - EXC Instructional Equip - 091	\$1,129.00	\$0.00	\$0.00	\$1,129.00	100.00%
Total Instructional Equipment	\$19,281.60	\$1,519.26	\$9,596.81	\$9,684.79	50.23%

8. Instructional Supplies

Instructional Supplies & Materials	\$15,000.00	\$456.35	\$11,038.93	\$3,961.07	26.41%
Instructional Supplies & Materials - 086	\$7,414.53	\$205.19	\$7,414.53	\$0.00	0.00%
Incentive Awards	\$500.00	\$0.00	\$431.28	\$68.72	13.74%
EXC Instructional Supplies & Materials	\$5,000.00	\$85.24	(\$1,691.71)	\$6,691.71	133.83%
EXC Instructional Supplies & Materials - 050	\$2,033.36	\$0.00	\$2,033.36	\$0.00	0.00%
EXC Instructional Supplies & Materials - 091	\$1,049.00	\$0.00	\$197.16	\$851.84	81.21%
Total Instructional Supplies	\$30,996.89	\$746.78	\$19,423.55	\$11,573.34	37.34%

9. Testing Supplies

Testing Supplies & Materials	\$5,000.00	\$0.00	\$234.29	\$4,765.71	95.31%
EXC Testing Supplies & Materials	\$1,000.00	\$0.00	(\$239.49)	\$1,239.49	123.95%
EXC Testing Supplies & Materials - 044	\$1,000.00	\$0.00	\$1,000.00	\$0.00	0.00%
EXC Testing Supplies & Materials - 060	\$2,826.00	\$0.00	\$2,826.00	\$0.00	0.00%
Total Testing Supplies	\$9,826.00	\$0.00	\$3,820.80	\$6,005.20	61.12%
Total Instructional Supplies & Equipment	\$213,076.02	\$4,093.85	\$159,013.24	\$54,062.78	25.37%

ROA 708

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EDUCATION EXAMPLE CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

10. Administrative Computers					
Office Computer Software & Supplies	\$2,000.00	\$0.00	\$2,000.00	\$0.00	0.00%
Lease & Purchase - Office Computer Hardware	\$2,000.00	\$0.00	\$274.74	\$1,725.26	86.26%
Total Administrative Computers	\$4,000.00	\$0.00	\$2,274.74	\$1,725.26	43.13%
11. Administrative Equipment					
Lease & Purchase - Office Equipment	\$12,000.00	\$824.54	\$10,568.02	\$1,431.98	11.93%
Total Administrative Equipment	\$12,000.00	\$824.54	\$10,568.02	\$1,431.98	11.93%
12. Administrative Supplies					
Postage	\$2,000.00	\$271.35	\$1,282.56	\$717.44	35.87%
Office Supplies & Materials	\$12,397.96	\$1,427.68	\$7,416.80	\$4,981.16	40.18%
Membership Dues & Fees	\$1,140.00	\$190.00	\$1,045.00	\$95.00	8.33%
Total Administrative Supplies	\$15,537.96	\$1,889.03	\$9,744.36	\$5,793.60	37.29%
Total Administrative Supplies & Equipment	\$31,537.96	\$2,713.57	\$22,587.12	\$8,950.84	28.38%
TOTAL SUPPLIES & EQUIPMENT	\$244,613.98	\$6,807.42	\$181,600.36	\$63,013.62	25.76%
SUPPORT					
Instructional Support					
13. Contracted Instructional Services					
Contracted Instructional Services	\$48,000.00	\$4,670.83	\$37,024.97	\$10,975.03	22.86%
Contracted EXC Services	\$3,000.00	\$412.50	\$412.50	\$2,587.50	86.25%
Contracted EXC Services - 060	\$3,000.00	\$325.00	\$3,000.00	\$0.00	0.00%
Contracted Psychological Services	\$2,500.00	\$0.00	\$0.00	\$2,500.00	100.00%
Contracted Psychological Services - 060	\$4,500.00	\$2,250.00	\$4,250.00	\$250.00	5.56%
Contracted Speech, Pathology, and Audiology	\$8,702.00	\$2,412.50	\$3,872.50	\$4,829.50	55.50%
Contracted Speech, Pathology, and Audiology - 060	\$12,298.00	\$0.00	\$12,298.00	\$0.00	0.00%
Total Contracted Instructional Services	\$82,000.00	\$10,070.83	\$60,857.97	\$21,142.03	25.78%
14. Field Trips					
Field Trips	\$5,000.00	\$2,839.50	\$5,112.40	(\$112.40)	-2.25%
Total Field Trips	\$5,000.00	\$2,839.50	\$5,112.40	(\$112.40)	-2.25%
15. Instructional Staff Development					
Workshop Expenses	\$1,000.00	\$24.00	\$729.28	\$270.72	27.07%
Workshop Expenses - 050	\$607.86	\$0.00	\$607.86	\$0.00	0.00%
Workshop Expenses - 086	\$17,843.89	\$4,995.63	\$17,843.89	\$0.00	0.00%
Workshop Expenses - 091	\$6,510.00	\$0.00	\$0.00	\$6,510.00	100.00%
Total Instructional Staff Development	\$25,961.75	\$5,019.63	\$19,181.03	\$6,780.72	26.12%
16. Instructional Sales Tax					
Sales & Use Tax Expense	\$500.00	\$0.00	\$180.26	\$319.74	63.95%
Total Instructional Sales Tax	\$500.00	\$0.00	\$180.26	\$319.74	63.95%
Total Instructional Support	\$113,461.75	\$17,929.96	\$85,331.66	\$28,130.09	24.79%

EDUCATION EXAMPLE CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

Total Insurance	\$14,000.00	\$121.78	\$10,702.88	\$3,297.12	23.55%
19. Taxes & Bank Fees					
Other Tax Payments	\$3,500.00	\$0.00	\$3,314.95	\$185.05	5.29%
Bank Service Fees	\$500.00	\$0.00	(\$0.03)	\$500.03	100.01%
Total Taxes & Bank Fees	\$4,000.00	\$0.00	\$3,314.92	\$685.08	17.13%
20. Attorney, Audit, & Accounting					
Contracted Legal Services	\$3,000.00	(\$3,333.19)	\$1,007.81	\$1,992.19	66.41%
Contracted Fiscal Services	\$32,100.00	\$5,270.80	\$28,864.62	\$3,235.38	10.08%
Contracted Audit Services	\$7,500.00	\$0.00	\$5,700.00	\$1,800.00	24.00%
Total Attorney, Audit, & Accounting	\$42,600.00	\$1,937.61	\$35,572.43	\$7,027.57	16.50%
21. Administrative Services					
Contracted General Administration Services	\$7,500.00	\$486.10	\$6,084.43	\$1,415.57	18.87%
Contracted Consultant Services - 091	\$418.00	\$0.00	\$0.00	\$418.00	100.00%
Contracted SIMS Services	\$11,500.00	\$0.00	\$9,450.00	\$2,050.00	17.83%
Contracted Technology Support Services - 086	\$16,071.59	\$4,974.09	\$16,071.59	\$0.00	0.00%
Total Administrative Services	\$35,489.59	\$5,460.19	\$31,606.02	\$3,883.57	10.94%
22. Administrative Staff Development					
Workshop Expenses	\$3,282.00	\$0.00	\$535.79	\$2,746.21	83.67%
Workshop Expenses - 086	\$2,811.39	\$62.17	\$2,811.39	\$0.00	0.00%
Total Administrative Staff Development	\$6,093.39	\$62.17	\$3,347.18	\$2,746.21	45.07%
23. Administrative Sales Tax					
Sales & Use Tax Expense	\$1,000.00	\$111.65	\$816.49	\$183.51	18.35%
Total Administrative Sales Tax	\$1,000.00	\$111.65	\$816.49	\$183.51	18.35%
24. Advertising					
Advertising Fees	\$3,000.00	\$0.00	\$274.90	\$2,725.10	90.84%
Total Advertising	\$3,000.00	\$0.00	\$274.90	\$2,725.10	90.84%
Total Administrative Support	\$106,182.98	\$7,693.40	\$85,634.82	\$20,548.16	19.35%
Building Support					
25. Rent					
Rentals & Leases	\$187,000.00	\$15,550.00	\$155,500.00	\$31,500.00	16.84%
Total Rent	\$187,000.00	\$15,550.00	\$155,500.00	\$31,500.00	16.84%
26. Building					
Building Supplies & Materials	\$2,000.00	\$146.00	\$2,012.55	(\$12.55)	-0.63%
Building Repair Parts, Materials, & Related Labor	\$7,000.00	\$87.00	\$1,652.78	\$5,347.22	76.39%
Architects Fees	\$3,700.00	\$0.00	\$4,231.83	(\$531.83)	-14.37%
Miscellaneous Contracts & Other Charges	\$15,000.00	\$165.00	\$11,485.88	\$3,514.12	23.43%
Improvements to Existing Sites	\$20,000.00	\$0.00	\$20,123.70	(\$123.70)	-0.62%
Total Building	\$47,700.00	\$398.00	\$39,506.74	\$8,193.26	17.18%

EDUCATION EXAMPLE CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

Total Custodial Services		\$7,500.00	\$1,407.11	\$5,252.41	\$2,247.59	29.97%
28. Telephone	Telephone	\$8,000.00	\$454.51	\$4,685.10	\$3,314.90	41.44%
	Telecommunication Services	\$5,000.00	\$225.60	\$3,130.38	\$1,869.62	37.39%
	Telecommunication Services - 086	\$400.00	\$400.00	\$400.00	\$0.00	0.00%
	Total Telephone	\$13,400.00	\$1,080.11	\$8,215.48	\$5,184.52	38.69%
29. Utilities	Public Utilities - Electrical Services	\$17,000.00	\$1,488.32	\$16,372.77	\$627.23	3.69%
	Public Utilities - Water, Garbage Services	\$4,000.00	\$569.36	\$3,794.01	\$205.99	5.15%
	Total Utilities	\$21,000.00	\$2,057.68	\$20,166.78	\$833.22	3.97%
	Total Building Support	\$276,600.00	\$20,492.90	\$228,641.41	\$47,958.59	17.34%
Pupil Support	30. Child Nutrition					
	Contracted Food Services	\$46,000.00	\$8,265.07	\$44,695.97	\$1,304.03	2.83%
	Food Supplies & Materials	\$2,500.00	\$0.00	\$130.00	\$2,370.00	94.80%
	Food Purchases	\$15,000.00	\$4,528.21	\$20,691.73	(\$5,691.73)	-37.94%
	Lease & Purchase - Food Equipment	\$0.00	(\$866.70)	\$1,310.15	(\$1,310.15)	0.00%
	Total Child Nutrition	\$63,500.00	\$11,926.58	\$66,827.85	(\$3,327.85)	-5.24%
31. Transportation	Vehicle Rental & Lease	\$11,196.50	\$1,599.50	\$9,597.00	\$1,599.50	14.29%
	Vehicle Repair Parts, Materials & Related Labor	\$7,000.00	\$140.61	\$4,565.96	\$2,434.04	34.77%
	Vehicle Gas & Diesel Fuel	\$5,000.00	\$999.27	\$5,793.87	(\$793.87)	-15.88%
	Vehicle Licenses and Title Fees	\$1,250.00	\$0.00	\$16.00	\$1,234.00	98.72%
	Total Transportation	\$24,446.50	\$2,739.38	\$19,972.83	\$4,473.67	18.30%
	Total Pupil Support	\$87,946.50	\$14,665.96	\$86,800.68	\$1,145.82	1.30%
	TOTAL SUPPORT	\$584,191.23	\$60,782.22	\$486,408.57	\$97,782.66	16.74%
	TOTAL EXPENSES	\$1,769,317.98	\$146,328.03	\$1,353,204.64	\$416,113.34	23.52%
	NET SURPLUS THIS FY ONLY	\$103,808.71	\$9,719.62	\$275,580.82		
	TOTAL OF OVERSPENT LINE ITEMS		(\$15,393.92)			
	CASH FUND BALANCE CARRYOVER FY - 02		\$270,965.63			
	ANTICIPATED POSITION 6/30/03		\$359,380.42			
	CASH IN BANK 4/30/03			\$546,546.45		

EDUCATION EXAMPLE CHARTER SCHOOL

Consolidated Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING
REVENUES					
Revenue - State Funds	\$1,225,307.00	\$110,000.00	\$1,079,403.06	\$145,903.94	11.91%
Revenue- State Sales Tax	\$935.60	\$0.00	\$0.00	\$935.60	100.00%
Revenue - County Funds	\$353,948.27	\$12,534.93	\$284,147.72	\$69,800.55	19.72%
Revenue- Rental of School Property	\$11,000.00	\$1,063.96	\$9,284.59	\$1,715.41	15.59%
Revenue- Contributions and Donations	\$4,027.00	\$1,000.00	\$4,026.23	\$0.77	0.02%
Revenue- Various	\$8,146.99	\$2,186.56	\$7,826.95	\$320.04	3.93%
Revenue - USDA School Achievement	\$27,435.00	\$0.00	\$27,435.00	\$0.00	0.00%
Revenue - IDEA VI-B Sliver Grant - 044	\$1,000.00	\$0.00	\$1,000.00	\$0.00	0.00%
Revenue - Title I Basic - 050	\$19,944.99	\$1,555.01	\$19,173.15	\$771.84	3.87%
Revenue - Title VI-B Handicapped - 060	\$22,624.00	\$2,575.00	\$22,374.00	\$250.00	1.11%
Revenue - Continuing Federal Aid - 086	\$114,400.84	\$13,984.15	\$114,400.84	\$0.00	0.00%
Revenue - REAP - 091	\$9,106.00	\$0.00	\$197.16	\$8,908.84	97.83%
Revenue - USDA Funds	\$23,000.00	\$5,600.18	\$20,513.05	\$2,486.95	10.81%
Revenue - Lunch (Full Pay)	\$52,000.00	\$5,547.86	\$38,752.71	\$13,247.29	25.48%
Revenue - School Activities Funds	\$251.00	\$0.00	\$251.00	\$0.00	0.00%
TOTAL REVENUES	\$1,873,126.69	\$156,047.65	\$1,628,785.46	\$244,341.23	13.04%

EXPENSES

1. Instructional Salaries & Bonuses	\$551,421.00	\$44,661.39	\$401,366.23	\$150,054.77	27.21%
2. Instructional Benefits	\$141,922.95	\$12,353.96	\$106,100.16	\$35,822.79	25.24%
3. Administrative Salaries & Bonuses	\$205,429.00	\$17,554.91	\$146,235.83	\$59,193.17	28.81%
4. Administrative Benefits	\$41,739.82	\$4,168.13	\$31,493.49	\$10,246.33	24.55%
5. Instructional Books	\$58,309.46	\$2,423.45	\$34,580.15	\$23,729.31	40.70%
6. Instructional Computers	\$94,662.07	(\$595.64)	\$91,591.93	\$3,070.14	3.24%
7. Instructional Equipment	\$19,281.60	\$1,519.26	\$9,596.81	\$9,684.79	50.23%
8. Instructional Supplies	\$30,996.89	\$746.78	\$19,423.55	\$11,573.34	37.34%
9. Testing Supplies	\$9,826.00	\$0.00	\$3,820.80	\$6,005.20	61.12%
10. Administrative Computers	\$4,000.00	\$0.00	\$2,274.74	\$1,725.26	43.13%
11. Administrative Equipment	\$12,000.00	\$824.54	\$10,568.02	\$1,431.98	11.93%
12. Administrative Supplies	\$15,537.96	\$1,889.03	\$9,744.36	\$5,793.60	37.29%
13. Contracted Instructional Services	\$82,000.00	\$10,070.83	\$60,857.97	\$21,142.03	25.78%
14. Field Trips	\$5,000.00	\$2,839.50	\$5,112.40	(\$112.40)	-2.25%

EDUCATION EXAMPLE CHARTER SCHOOL

Consolidated Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING
15. Instructional Staff Development	\$25,961.75	\$5,019.63	\$19,181.03	\$6,780.72	26.12%
16. Instructional Sales Tax	\$500.00	\$0.00	\$180.26	\$319.74	63.95%
17. Insurance	\$14,000.00	\$121.78	\$10,702.88	\$3,297.12	23.55%
19. Taxes & Bank Fees	\$4,000.00	\$0.00	\$3,314.92	\$685.08	17.13%
20. Attorney, Audit, & Accounting	\$42,600.00	\$1,937.61	\$35,572.43	\$7,027.57	16.50%
21. Administrative Services	\$35,489.59	\$5,460.19	\$31,606.02	\$3,883.57	10.94%
22. Administrative Staff Development	\$6,093.39	\$62.17	\$3,347.18	\$2,746.21	45.07%
23. Administrative Sales Tax	\$1,000.00	\$111.65	\$816.49	\$183.51	18.35%
24. Advertising	\$3,000.00	\$0.00	\$274.90	\$2,725.10	90.84%
25. Rent	\$187,000.00	\$15,550.00	\$155,500.00	\$31,500.00	16.84%
26. Building	\$47,700.00	\$398.00	\$39,506.74	\$8,193.26	17.18%
27. Custodial Services	\$7,500.00	\$1,407.11	\$5,252.41	\$2,247.59	29.97%
28. Telephone	\$13,400.00	\$1,080.11	\$8,215.48	\$5,184.52	38.69%
29. Utilities	\$21,000.00	\$2,057.68	\$20,166.78	\$833.22	3.97%
30. Child Nutrition	\$63,500.00	\$11,926.58	\$66,827.85	(\$3,327.85)	-5.24%
31. Transportation	\$24,446.50	\$2,739.38	\$19,972.83	\$4,473.67	18.30%
TOTAL EXPENSES	\$1,769,317.98	\$146,328.03	\$1,353,204.64	\$416,113.34	23.52%
NET SURPLUS/(DEFICIT)	\$103,808.71	\$9,719.62	\$275,580.82		
FUND BALANCE FY - 02	\$270,965.63				
ANTICIPATED POSITION 6/30/03	\$374,774.34				
CASH IN BANK 4/30/03			\$546,546.45		

EDUCATION EXAMPLE CHARTER SCHOOL

Monthly Statement of Income and Expenses

For the Period Ended April 30, 2003

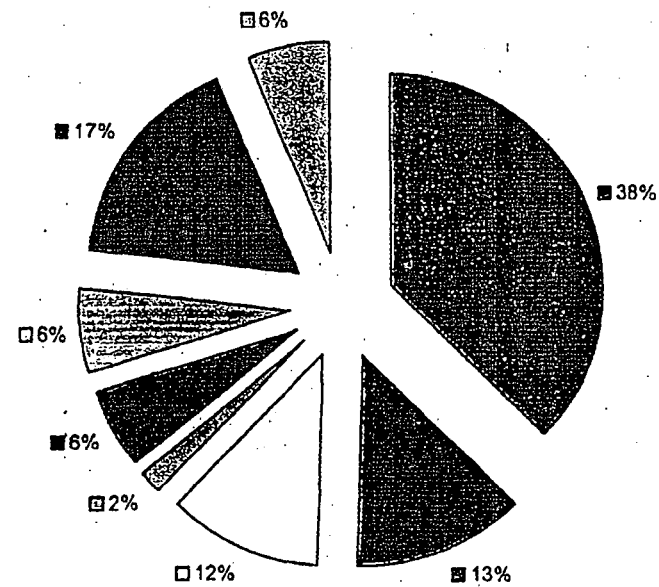
	MTD ACTIVITY 4/1/2003 4/30/2003	YTD ACTIVITY 7/1/2002 4/30/2003	YTD %
REVENUES			
Revenue - EOG Bonus Funds	\$0.00	\$17,762.26	2.92%
Revenue - State Funds	\$104,658.00	\$422,680.00	69.51%
Revenue - State Sales Tax	\$0.00	\$0.00	0.00%
Revenue - County #1 Funds	\$0.00	\$139,056.70	22.87%
Revenue - County #2 Funds	\$0.00	\$6,156.84	1.01%
Revenue - County #3 Funds	\$0.00	\$473.17	0.08%
Revenue - School Annual Fundraiser	\$200.00	\$7,345.00	1.21%
Revenue - Various	\$123.02	\$1,941.82	0.32%
Revenue - Field Trips	\$0.00	\$1,819.50	0.30%
Revenue - IDEA VI-B Sliver Grant	\$0.00	\$0.00	0.00%
Revenue - Title VI-B Handicapped	\$0.00	\$0.00	0.00%
Revenue - Activities Funds - Spanish	\$0.00	\$650.00	0.11%
Revenue - Book Fair	\$0.00	\$1,719.08	0.28%
Revenue - Student Book Fees	\$110.50	\$8,490.50	1.40%
TOTAL REVENUE	\$105,091.52	\$608,094.87	100.00%
EXPENSES			
1. Instructional Salaries & Bonuses	\$31,494.54	\$256,461.78	51.79%
2. Instructional Benefits	\$2,409.34	\$20,619.39	4.16%
3. Administrative Salaries & Bonuses	\$7,012.67	\$64,416.36	13.01%
4. Administrative Benefits	\$536.47	\$5,414.41	1.09%
5. Instructional Books	\$0.00	\$857.32	0.17%
6. Instructional Computers	\$47.00	\$1,034.85	0.21%
7. Instructional Equipment	\$0.00	\$516.66	0.10%
8. Instructional Supplies	\$1,422.55	\$15,710.84	3.17%
9. Testing Supplies	\$0.00	\$0.00	0.00%
10. Administrative Computers	\$500.00	\$1,500.00	0.30%
11. Administrative Equipment	\$2,602.76	\$4,136.50	0.84%
12. Administrative Supplies	\$111.00	\$2,781.81	0.56%
13. Contracted Instructional Services	\$0.00	\$1,975.31	0.40%
14. Field Trips	\$0.00	\$1,169.00	0.24%
15. Instructional Staff Development	\$0.00	\$3,795.77	0.77%
16. Instructional Sales Tax	\$0.00	\$7.14	0.00%
17. Insurance	\$429.00	\$429.00	0.09%
19. Taxes & Bank Fees	\$0.00	\$450.96	0.09%
20. Attorney, Audit, & Accounting	\$1,174.29	\$19,196.45	3.88%
21. Administrative Services	\$0.00	\$420.00	0.08%
22. Administrative Staff Development	\$97.63	\$97.63	0.02%
23. Administrative Sales Tax	\$10.22	\$12.64	0.00%
24. Advertising	\$0.00	\$0.00	0.00%
25. Rent	\$8,976.34	\$80,787.06	16.31%
26. Building	\$0.00	\$1,149.08	0.23%
27. Custodial Services	\$434.12	\$3,761.20	0.76%
28. Telephone	\$139.44	\$3,497.74	0.71%
29. Utilities	\$0.00	\$5,013.59	1.01%
TOTAL EXPENSES	\$57,397.37	\$495,212.49	100.00%
NET SURPLUS/(DEFICIT)	\$47,694.15	\$112,882.38	18.56%

EDUCATION EXAMPLE CHARTER SCHOOL

As of April 30, 2003

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GRAPHIC ANALYSIS - ALLOCATION OF EXPENSES



☒	Total Instructional Salaries & Benefits	☒	Total Administrative Salaries & Benefits
☐	Total Instructional Supplies & Equipment	☐	Total Administrative Supplies & Equipment
☒	Total Instructional Support	☐	Total Administrative Support
☒	Total Building Support	☐	Total Pupil Support

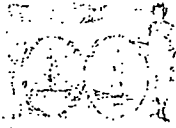
ROA 715

STATE OF SOUTH CAROLINA
State Budget and Control Board
OFFICE OF INSURANCE RESERVE FUND

MARK SANFORD, CHAIRMAN
GOVERNOR

GRADY L. PATTERSON, JR.
STATE TREASURER

RICHARD ECKSTROM
COMPTROLLER GENERAL



INSURANCE RESERVE FUND
POST OFFICE BOX 11066
1201 MAIN STREET, SUITE 300
COLUMBIA, SOUTH CAROLINA 29201
(803) 737-0020
FAX (803) 737-0042

HUGH K. LATHAM, SR.
CHAIRMAN, SENATE FINANCE COMMITTEE

ROBERT W. HARRILL, JR.
CHAIRMAN, WAYS AND MEANS COMMITTEE

FRANK W. PISCO
EXECUTIVE DIRECTOR

April 30, 2003

Midlands Math & Business Academy
Attn: Ms. Michele Spradley

Re: Eligibility Letter

Dear Ms. Spradley:

The Insurance Reserve Fund is authorized to insure political subdivisions. In order to be eligible as a political subdivision, an entity must pass each of the following four tests.

1. The entity must serve a governmental purpose.
2. The entity must have been established by public action (such as a statute or executive order).
3. The entity must be at least partially subject to public control (one or more members of the board of directors must be elected by the public, appointed by a public official, or be a public official serving ex officio).
4. The entity must be funded, at least in part, by public funds.

If you feel that your entity meets all four of these tests, please document how your entity meets each test and forward such documentation to my attention.

Sincerely,

Albert C. Byrd, CPCU, ARM
Manager, Underwriting/Risk Management Department
South Carolina Insurance Reserve Fund

/je

F-04 (6-91)

05/19/2003 05:00 003-737-0393

STATE BUDGET AND CONTROL BOARD
OFFICE OF INSURANCE RESERVE FUND
1201 MAIN STREET, SUITE 500
COLUMBIA, SOUTH CAROLINA 29201
PHONE #(803) 737-0020 FAX #(803) 737-0393

FACSIMILE TRANSMITTAL SHEET

TO:	Ms. Michele Spradley	FROM:	Albert C. Byrd, CPCU, ARM Manager, Underwriting/Risk Management Department
COMPANY:	Midlands Math & Business Academy	DATE:	5-19-2003
FAX NUMBER:	9-790-0387	TOTAL NO. OF PAGES INCLUDING COVER:	3
PHONE NUMBER:		SENDER'S REFERENCE NUMBER:	
RE:	Charter Schools	YOUR REFERENCE NUMBER:	

☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY ☐ PLEASE RECYCLE

NOTES/COMMENTS:

Ms. Spradley,

The SC Insurance Reserve Fund is authorized to insure charter schools organized and formed pursuant to Title 59, Chapter 40 of the SC Code of Laws. The IRF eligibility letter is attached. It should be completed and returned when insurance is needed.

The IRF writes property and liability insurance products. The charter school application requires the following:

1. Workers Compensation - Provided by the State Accident Fund.
2. Liability Insurance - The policy issued by the IRF insures the entity and its employees and volunteer employees, while acting within the scope of official duties. The policy responds to occurrences, i.e., accidental events, resulting in property damage or personal injury to third parties. The IRF has two available limits: \$600,000 or \$1,000,000 per occurrence. The SC Tort Claims Act caps liability of governmental entities at \$600,000 in State courts. Any limits in excess of \$600,000 apply to those cases not subject to the Tort Claims Act, i.e., Federal court cases.

3. Property Insurance - Coverage for buildings and contents is written on a replacement cost basis using the special cause of loss (all risk) form and includes the additional perils of flood and earthquake. Data processing equipment may be insured under a separate form designed for such equipment. This coverage is also all risk and on a replacement cost basis.
4. Indemnity Insurance - All liability policies issued by the IRF exclude contractual liability (indemnity insurance). Contractual liability comes into play when one party assumes liability or the financial responsibility of liability through a contract. Common example is an indemnification/holdharmless clause. The IRF excludes contractual liability only because the SC Attorney General advises that the State Constitution prohibits the pledge of public funds.
5. Automobile Insurance - The policy issued by the IRF responds to bodily injury of third parties resulting from the negligent operation of a covered vehicle. The policy covers any vehicle owned, hired or borrowed by the insured. Primary coverage is provided on owned vehicles and excess coverage is provided on non-owned vehicles. An endorsement extends the excess coverage to the employees' use of privately owned vehicles in connection with their official duties. The insurance maintained on the privately owned vehicle is always primary. Two limits are available: \$600,000 Combined single limit (CSL) or \$1,000,000 CSL. Any limit in excess of \$600,000 applies only in cases not subject to the Tort Claims Act.
6. Other Insurance - Other insurance that may need or required by a charter school, and available through the IRF include: activity vehicle AD&D, medical professional liability, portable equipment floaters and builder's risk.

Based on the information you provided we have estimated first and second year premiums for the following:

	FY03/04	FY04/05
1. Contents of building	\$ 0	\$ 0
2. Data processing equipment	\$ 198	\$ 240
3. Liability insurance	\$4,100	\$5,000
4. Automobile liability (non-owned only)	\$ 380	\$ 456

This is not a quote for coverage. The premium stated is a rough estimate based on our telephone conversation.

Let me know if you need additional information or if anything in this FAX is unclear.

Al Byrd

Al Byrd, Manager Underwriting/Risk Management Department
SC Insurance Reserve Fund

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITTUTE AN OFFICIAL QUOTE OR OFFER

STATE OF NORTH CAROLINA
COUNTY OF RUTHERFORD

SERVICE AGREEMENT

This Service Agreement (hereinafter "Agreement") entered into by and between Acadia NorthStar, L.L.C., a Limited Liability Company registered to conduct business in South Carolina and Midlands Math and Business Academy (hereinafter "Client"), a South Carolina Charter School based in CITY, South Carolina.

SERVICES RENDERED BY CONTRACTOR

Contractor agrees to provide to Client the following comprehensive charter school management and consulting services:

Financial Services Unlimited Consulting

For these services indicated as being contracted Acadia NorthStar, L.L.C. agrees to perform all scheduled reporting to any and all local and state municipalities, education agencies and charter authorizers in compliance with all South Carolina statutes regarding compliance with said measures.

FEES AND PAYMENT FOR SERVICES

Client agrees to pay Contractor the following annual fees for services rendered:

SERVICE TYPE	ANNUAL FEE
Financial Services	\$XX,XXX.XX

The monthly fee for the client, excluding database access fees and software support fees is \$X,XXX.XX per Month. Client will be invoiced on the 25th of each month for the following month and fees are due and payable by the 10th day of the month following the invoice date. In the event that payment is not received within 30 days of the invoice date, Contractor will temporarily suspend service until payment is received. Contractor reserves the right to terminate this agreement at any time for non-payment. Furthermore, Client agrees that payment must be made within 30 days of the invoice date in order to preserve the terms of this Agreement for Services. This Agreement and all terms and guarantees made herein, with the exception of those terms specified under the sections of this Agreement titled "Collection", "Disputing Charges / Fees", and "Settlement of Disputes Relating to Agreement" shall be suspended if payment is not received within 15 days of the invoice date.

SOFTWARE OWNERSHIP AND LICENSURE

Client acknowledges that the financial software utilized by Acadia NorthStar is owned by Blackbaud, Incorporated (not a party to this agreement) and Capital Business Solutions (not a party to this agreement). Client will be billed the following annual rates for database access fees and software support fees. NOTE that these fees are paid directly to the software developer and owner and represent neither profit nor gain for Acadia NorthStar, L.L.C.

Software Support Fee	\$750.00 per Calendar Quarter
Database Access Fee and Cost of Checks	\$210.00 per Month

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITUTE AN OFFICIAL QUOTE OR OFFER

SCOPE OF SERVICES TO BE RENDERED

Contractor agrees to provide the following financial services to Client

Comprehensive Fiscal Management: Comprehensive Fiscal Management encompasses all financial and financial reporting functions necessary for sound cash and resource management. Services include:

- ❖ Processing of accounts payable
- ❖ Payroll Preparation, Payroll Tax Preparation, EFTPS Initiation and Reporting
 - Form 941
 - State Unemployment Tax
 - Forms W-2, W-3, 1099, 1096
 - State Withholding Tax
- ❖ Employee Benefits Coordination and Management
 - Retirement Contributions and Reconciliation
 - Major Medical Payments and Reconciliation
 - Supplemental Insurance Benefits Management
- ❖ Monthly Financial Reporting Including Profit and Loss (Statement of Changes in Net Assets) and Balance Sheet
- ❖ Local School District Financial Reporting
- ❖ Capital and Operating Budget Development, Planning, Monitoring and Adjustment
- ❖ Ongoing Cash Flow Analysis
- ❖ Bank Reconciliation
- ❖ Annual Audit Coordination
 - Auditor Selection
 - Internal Auditing Functions
 - Audit Report Review
- ❖ FTE Allotment Tracking and Related Budget Revisions
- ❖ All Required State and Local Compliance Functions
- ❖ Unlimited Telephone Consulting

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITTUTE AN OFFICIAL QUOTE OR OFFER

OWNERSHIP OF DATA

Any data maintained by Acadia NorthStar, L.L.C. for client will remain the property of client. Said data will be provided to client within 30 days of a written request. Client acknowledges that neither client nor Acadia NorthStar owns the financial compliance software (i.e. Blackbaud® and E-Reporting®) and that client may be required to obtain said software from the appropriate financial software vendor should client terminate this agreement.

DURATION OF AGREEMENT

This Agreement for Services and the terms and conditions stated herein shall endure for a period beginning July 1, 2003 and expiring June 30, 2004.

COLLECTION

Client agrees to pay all collection fees, legal costs, and court costs of Contractor necessary to and/or associated with the collection of delinquent fees.

DISPUTING CHARGES / FEES

If client refuses to remit payment or authorization for payment for services due to a dispute regarding the services rendered, Client must write a letter to Contractor specifically detailing the reasons for the dispute and expressing that payment authorization will not be forthcoming until the dispute is settled. Said letter must be delivered to and received by Contractor via Certified Mail within 45 days of the invoice date of the invoice being disputed. If said letter is never received or received late by Contractor and this contract is terminated by Contractor specifically for non-payment as detailed above, Client shall pay liquidated damages to Contractor in the lesser amount of \$2,000.00 (two thousand dollars) or the effective monthly fee multiplied by the number of months remaining in the fiscal year. Contractor *may not terminate this Agreement for non-payment* if payment has been received within 15 days of the invoice date or if said letter is received within 45 days of the invoice date.

EXCHANGE OF INFORMATION

Client agrees to provide Contractor with accurate information according to Contractor's monthly Information Submission Schedule. Client agrees to provide Contractor with accurate information in response to any request for information by Contractor within the earlier of either five working days or by the deadline provided by Contractor, if a deadline is stated.

RESPONSIBILITY FOR PENALTIES, FEES, ETC.

Contractor agrees to deliver, via overnight delivery by common carrier, all check payments for invoices processed by Contractor on behalf of Client. Client maintains responsibility for approving and mailing or rendering for payment all checks and remittances. Contractor assumes no responsibility for penalties, interest, charges or fees charged by a vendor, tax authority, bank or other entity resulting from Client's failure to approve or timely mail or render remittances.

Contractor agrees to pay penalties, interest, charges or fees charged by a vendor, tax authority, bank or other entity resulting from Contractor's failure to provide checks and remittances to Client within one working day prior to a remittance due date. Contractor assumes no responsibility for penalties, interest, charges or fees charged by a vendor, tax authority, bank or other entity resulting from an invoice or liability that was not submitted to or received by Contractor for payment at least 15 (fifteen) working days from the due date of the remittance.

TERMINATION OF AGREEMENT

Client may terminate this Agreement without penalty by providing 30 (thirty) days written notice delivered to and received by Contractor via Certified Mail. Contractor may terminate this Agreement by providing 30 (thirty) days written notice delivered to and received by Client via Certified Mail. Within 30 days of the termination date, Contractor will provide to Client copies of all paper-file contents upon request at a fee of \$0.20 (twenty cents) per copy. Original documents will be provided to

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITTUTE AN OFFICIAL QUOTE OR OFFER

Client at no cost. A copy of Client's computerized financial and student information data will be provided to Client at no cost within 30 days of the termination date of this Agreement.

SETTLEMENT OF DISPUTES RELATING TO AGREEMENT

The laws of the State of North Carolina shall govern this Agreement. Client and Contractor agree to settle any and all disputes, disagreements, or other misunderstandings relating to this contract by arbitration and waive all rights to trial or hearing.

ATTESTATION BY PARTIES

By having set my signature upon this agreement, I hereby attest that I understand and agree to, without exception, the terms set for in this Agreement for Services.

Signature - Authorized Agent for Midlands Math and Business Academy

Date

Printed Name - Authorized Agent for Midlands Math and Business Academy

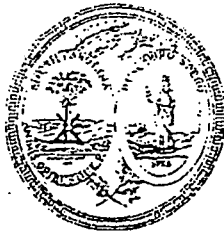
David M. Faunce, Chief Financial Officer, Acadia NorthStar, L.L.C.

01-April-2003

Date

Appendix L

The State of South Carolina



Office of Secretary of State Mark Hammond **Certificate of Existence, Non-Profit Corporation**

I, Mark Hammond, Secretary of State of South Carolina Hereby certify that:

MIDLANDS MATH AND BUSINESS ACADEMY, A Non-Profit Corporation duly organized under the laws of the State of South Carolina on May 5th, 2003, has as of the date hereof filed as a non-profit corporation for religious, educational, social, fraternal, charitable or other eleemosynary purpose, and has paid all fees, taxes and penalties owed to the Secretary of State, that the Secretary of State has not mailed notice to the company that it is subject to being dissolved by administrative action pursuant to section 33-31-1404 of the South Carolina code and that the non-profit corporation has not filed articles of dissolution as of the date hereof.

Given under my Hand and the Great Seal of
the State of South Carolina this 5th day of
May, 2003.

A handwritten signature of Mark Hammond in cursive script.

Mark Hammond, Secretary of State

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

MAY 05 2003

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE
NONPROFIT CORPORATION
ARTICLES OF INCORPORATION

FILED

MAY 05 2003

Mark Hammond
SECRETARY OF STATE

TYPE OR PRINT CLEARLY IN BLACK INK

Pursuant to Section 33-31-202 of the South Carolina Code of Laws, as amended, the undersigned corporation submits the following information:

1. The name of the nonprofit corporation is Midlands Math and Business Academy
2. The initial registered office of the nonprofit corporation is 1703 Dupont Drive
Columbia, Richland South Carolina 29223
City County State Zip Code

The name of the registered agent of the nonprofit corporation at that office is

Michelle Spradley
Print Name

I hereby consent to the appointment as registered agent of the corporation.

Michelle Spradley
Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box:
 - a. ☒ The nonprofit corporation is a public benefit corporation.
 - b. ☐ The nonprofit corporation is a religious corporation.
 - c. ☐ The nonprofit corporation is a mutual benefit corporation.
4. Check "a" or "b", whichever is applicable:
 - a. ☒ This corporation will have members.
 - b. ☐ This corporation will not have members.
5. The address of the principal office of the nonprofit corporation is
1703 Dupont Drive Columbia, Richland South Carolina 29223
Street Address City County State Zip Code
6. If this nonprofit corporation is either a public benefit or religious corporation (when box "a" or "b" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the remaining assets of the corporation will be distributed upon dissolution of the corporation.
 - a. ☒ Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated

Midlands Math and Business Academy
Name of Corporation

exclusively for such purposes.

- b. ☐ Upon dissolution of the corporation, consistent with the law, the remaining assets of the corporation shall be distributed to

7. If the corporation is a mutual benefit corporation (When box "c" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the (remaining) assets of the corporation will be distributed upon dissolution of the corporation.

- a. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets shall be distributed to its members, or if it has no members, to those persons to whom the corporation holds itself out as benefiting or serving.
- b. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets, consistent with the law, shall be distributed to

8. The optional provisions which the nonprofit corporation elects to include in the articles of incorporation are as follows (See 33-31-202(c) of the 1976 South Carolina Code of Laws, as amended, the applicable comments thereto, and the instructions to this form)

9. The name and address of each incorporator is as follows: (only one is required)

Michelle Spradley 1703 Dupont Dr. Columbia, SC 29223
Name Address Zip Code

Name Address Zip Code
Name Address Zip Code

10. Each original director of the nonprofit corporation must sign the articles but only if the directors are named in these articles:

Michelle Spradley Michelle Spradley
Name (Only if named in articles) Signature of director

Name (Only if named in articles) Signature of director

Name (Only if named in articles) Signature of director

11. Each incorporator must sign the articles.

Michelle Spradley
Signature of incorporator

Signature of incorporator

Signature of incorporator

Midlands Math and Business Acade
Name of Corporation

FILING INSTRUCTIONS

1. Two copies of this form, the original and either a duplicate original or a conformed copy, must be filed.
2. If space in this form is insufficient, please attach additional sheets containing a reference to the appropriate paragraph in this form, or prepare this using a computer disk, which will allow for expansion of space on the form.
3. This form must be accompanied by the filing fee of \$25.00 payable to the "Secretary of State."
- Return to: Secretary of State
P.O. Box 11350
Columbia, SC 29211
4. If this organization is a Homeowners Association or a Political Association it must also be accompanied by the First Annual Report of Corporations and an additional \$25.00 fee is required.

NOTE

THE FILING OF THIS DOCUMENT DOES NOT, IN AND OF ITSELF, PROVIDE AN EXCLUSIVE RIGHT TO USE THIS CORPORATE NAME ON OR IN CONNECTION WITH ANY PRODUCT OR SERVICE. USE OF A NAME AS A TRADEMARK OR SERVICE MARK WILL REQUIRE FURTHER CLEARANCE AND REGISTRATION AND BE AFFECTED BY PRIOR USE OF THE MARK. FOR MORE INFORMATION, CONTACT THE TRADEMARKS DIVISION OF THE SECRETARY OF STATE'S OFFICE AT (803) 734-1728.

Midlands Math and Business Acad
Name of Corporation

1. Notwithstanding any other provisions of these articles, the purposes for which the corporation is organized are exclusively religious, charitable, scientific, literary, and educational within the meaning of 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.
2. Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.
3. Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated for such purposes.

NP-501C3 ATTACHMENT.doc

Form Revised by South Carolina
Secretary of State, January 2000

Appendix M

Appendix N