

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE
PROGRAM**

CFDA # 84.165A

PR/Award # U165A070026

Grants.gov Tracking#: GRANT00253229

OMB No. 1855-0011, Expiration Date: 04/30/2007
Closing Date: APR 27, 2007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
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* 3. Date Received: <input type="text" value="04/25/2007"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text" value="3704720"/>	* 5b. Federal Award Identifier: <input type="text"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

*** a. Legal Name:**

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-1137759"/>	* c. Organizational DUNS: <input type="text" value="075581884"/>
---	--

d. Address:

* Street1:	<input type="text" value="3600 Wake Forest Road"/>
Street2:	<input type="text" value="P.O. Box 28041"/>
* City:	<input type="text" value="Raleigh"/>
County:	<input type="text" value="Wake"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27611"/>

e. Organizational Unit:

Department Name: <input type="text" value="Magnet Programs Office"/>	Division Name: <input type="text"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kenneth"/>
Middle Name:	<input type="text"/>
* Last Name:	<input type="text" value="Branch"/>
Suffix:	<input type="text"/>
Title: <input type="text" value="Senior Director of Magnet Programs"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="919-501-7900"/>	Fax Number: <input type="text" value="919-501-7923"/>
--	--

*** Email:**

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Wake County Public Schools (K-12)

* 15. Descriptive Title of Applicant's Project:

RENAISSANCE: Expanding Opportunities for Student Success in the 21st Century

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="9,361,862.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

- Yes
- No

21. "By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

-- I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Authorized for Local Reproduction:

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

4250-Represented_Congressional_Districts.doc

Mime Type

application/msword

AdditionalProjectTitle

File Name

Mime Type

Represented Congressional Districts for Wake County Public School System

NC-002: Bob Etheridge

NC-004: David Price

NC-013: Brad Miller



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:
Wake County Public School System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 935,545	\$ 973,482	\$ 1,010,934	\$ 0	\$ 0	\$ 2,919,961
2. Fringe Benefits	\$ 204,455	\$ 213,290	\$ 221,821	\$ 0	\$ 0	\$ 639,566
3. Travel	\$ 185,334	\$ 156,427	\$ 156,135	\$ 0	\$ 0	\$ 497,896
4. Equipment	\$ 486,607	\$ 261,956	\$ 20,958	\$ 0	\$ 0	\$ 769,521
5. Supplies	\$ 1,356,579	\$ 757,565	\$ 485,172	\$ 0	\$ 0	\$ 2,599,316
6. Contractual	\$ 637,679	\$ 470,950	\$ 413,450	\$ 0	\$ 0	\$ 1,522,079
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20,200	\$ 20,200	\$ 20,200	\$ 0	\$ 0	\$ 60,600
9. Total Direct Costs (lines 1-8)	\$ 3,826,399	\$ 2,853,870	\$ 2,328,670	\$ 0	\$ 0	\$ 9,008,939
10. Indirect Costs*	\$ 148,120	\$ 114,954	\$ 89,849	\$ 0	\$ 0	\$ 352,923
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,974,519	\$ 2,968,824	\$ 2,418,519	\$ 0	\$ 0	\$ 9,361,862

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm dd yyyy)

Approving Federal agency: ED Other (please specify): NC Department of Public Instruction

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Wake County Public School System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00253229

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Kim Yaman	* TITLE Superintendent
* APPLICANT ORGANIZATION Wake County Public School System	* DATE SUBMITTED 04-25-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Wake County Public School System</p> <p>* Address: 3600 Wake Forest Road</p> <p>Raleigh</p> <p>NC: North Carolina</p> <p>27611</p> <p>Congressional District, if known: NC-002</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NA</p> <p>NA</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA</p> <p>NA</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Kim Yaman</p> <p>* Name: Dr.</p> <p>Del</p> <p>Burns</p> <p>Title: Superintendent</p>

	Telephone No.: 919-850-1606 Date: 04-25-2007
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

2593-FINAL_GEPA.doc

Mime Type

application/msword

GENERAL EDUCATION PROVISIONS ACT

The Wake County Public School System (WCPSS) Student Assignment Policy states: *The Wake County Public School System believes that maintaining diverse student populations in each school is critical to ensuring academic success for all students, and this belief is supported by research.* The WCPSS has in place policy, procedures, and training that ensure equal access and treatment for all participants in Project Renaissance. Further, WCPSS's nondiscrimination clause states:

“The Board shall not discriminate against any employee or applicant for employment because of race, creed, sex, age, religion, disability, or national origin. Neither the Board nor its agents and employees shall discriminate because of race, color, creed, sex, age, religion, disability, or national origin against any person or organization by refusing to furnish such person or organization services or privileges offered to or enjoyed by residents of Wake County nor shall the Board or its employees publicize the facilities provided hereunder in any manner that would directly or inferentially reflect negatively on the patronage of any person because of race, color, creed, sex, religion, disability, or national origin.”

Just as important as a policy statement is the practice of an organization. Within WCPSS, training on diversity is offered systematically to all school district personnel. This training covers a broad range of diversity issues and comprises a process with three main components: 1) Awareness—both of self and others; 2) Skills—interpersonal, social/cultural, communicative, and organization; and 3) Knowledge—an increased understanding of values, beliefs, world views, and the day-to-day realities of other cultures.

Evidence of WCPSS's commitment to ensuring equal access and treatment is found in the district's student assignment policies, procedures, and practices, which apply to all magnet schools in the district, whether the magnets are funded with federal MSAP funds or with local funds. The district's student assignment policies, procedures, and practices make clear that all students are to have equal access to and treatment in its magnet programs, courses, and activities. All WCPSS students are eligible to apply for the district's magnet programs, and all parents are encouraged to apply for magnet programs for their children based on their children's interests and needs. Moreover, the district supports varied magnet school program themes, providing parents access to many choices.

With policy and practices in place, Project Renaissance recognizes potential barriers to equitable access to and participation in program activities. WCPSS is proactive in ensuring equal access and treatment for students; and district policies, procedures, and practices satisfy the required Section 427 of the U.S. Dept. of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (P.L. 103-382).

The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All WCPSS program strategies and curricula are inspected for these barriers. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

Elimination of Possible Gender Barriers: Proactive measures are taken within WPCSS to ensure that both male and female students have equal access to and treatment in all areas of

school life, specifically in courses or activities that are traditionally underrepresented by either of the sexes. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Girls are encouraged to enroll in mathematics, science, and technology courses, and boys are encouraged to excel in language arts and foreign languages. Girls participate in “rough” sports such as football, soccer, and basketball and play traditionally masculine band instruments such as the French horn, trombone, and drums. Similarly, boys participate in gymnastics, become cheerleaders, and play the flute or clarinet. Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success. Boys and girls will have equitable access to all courses provided at the three Renaissance schools, including new courses to be developed in the course of significantly revising these programs.

Elimination of Possible Racial Barriers: In January 2000 the Wake County Board of Education adopted a significant revision to its Student Assignment Policy, removing race of the student from any consideration in student assignment decisions. This race-neutral policy ensures that all students have the same access to school programs regardless of race. Most significantly, this race-neutral policy ensures that all applicants to magnet school programs stand the same likelihood of being selected for the program regardless of race. All races will have equitable access to all program activities and courses. The magnet programs at the Renaissance schools, and throughout the district, are whole school programs and every student is eligible to participate. The reader is referred to the district’s voluntary desegregation plan and student assignment policies included with this proposal for more information.

Elimination of Possible National-Origin Barriers: Relative to the risk of underrepresentation in various programs, courses, and activities attributed to the national origin of the student, the district has policies and practices currently in place to ensure the elimination of national-origin barriers. With the increasing number of culturally diverse families within Wake County, coupled with the district's nondiscrimination policy, culturally diverse staff and students are becoming significantly more represented within WCPSS. Steps are taken to ensure that culturally diverse students have equal access and treatment in all school programs, courses and activities and that these students have every opportunity for success. In the WCPSS Community Services Center and the English as a Second Language (ESL) Department, a number of staff members provide interpretation services for students with language barriers. Further, WCPSS has a highly reputable ESL program led in the Central Office by Dr. Tim Hart, and this program functions at more than 40 of the district's schools. The ESL program is expanding yearly to accommodate the growth within the student body and to eliminate the possibility of underrepresentation attributed to national origin.

Elimination of Possible Color Barriers: Equal access and treatment for all students in every school program, course and activity – regardless of color – is ensured through the district's antidiscrimination policy and Student Assignment Policy. The race-/color-neutral policy ensures that all students have the same opportunities to follow their interests and needs, and have the same opportunities for success. Multiracial coding is also available to students and parents, further reducing any perception of a barrier related to racial identification. Further, as mentioned above, cultural diversity training is provided to staff of all WCPSS schools.

Elimination of Possible Disability Barriers: WCPSS has a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the

elimination of possible disability barriers within the schools' programs, courses, and activities.

WCPSS adheres strictly to the provisions outlined in the Americans with Disabilities Act, as well as to the WCPSS antidiscrimination policy, which specifically states that no person shall be discriminated against because of disability.

WCPSS has an extensive Special Education Department that addresses the special needs of all students in the school system — from hearing- and/or vision-impaired students to students with varying levels of learning disabilities to gifted students. The program reaches all schools in WCPSS. Bob Sturey is the senior director of Special Education Services at the Central Office, and Dr. Carol Rahmani is the senior director of Related Services. Offices within these two departments include Audiology, Speech and Hearing, Visually Impaired, Occupational and Physical Therapy, Speech/Language Therapy, Behaviorally and Educationally Handicapped Case Management, Psychological Services, and Special Education Preschool Services. Services provided to special educational and otherwise disabled students are done so in the least restrictive environment for the student.

By combining services and policy (e.g., Special Education, Related Services, Americans with Disabilities Act, the WCPSS Student Assignment Policy, and Wake County's antidiscrimination policy), it is apparent that WCPSS is taking all necessary steps to eliminate possible disability barriers. WCPSS ensures that all disabled students in the district are eligible to apply for the district's magnet programs, and all parents are encouraged to apply for magnet programs for their children based on their children's interests and needs. The multiplicity of magnet themes in the district and the extensive network of special educational services at magnet schools provide multiple options to participate.

Elimination of Possible Age Barriers: Educational services are provided for students as appropriate from preschool through age 21. WCPSS takes proactive measures to ensure equal access and treatment to students in all programs, courses, and activities, regardless of age. The WCPSS plan of operation ensures that age barriers are eliminated for traditionally underrepresented groups and individuals through the district's antidiscrimination policy.

Elimination of Other Possible Barriers: Among other possible barriers, academic proficiency is a possible example, and it is most significant that the district has never used selection or admission criteria such as academic examinations for any of its magnet programs. This is true even for the Gifted and Talented magnet programs, where all students are considered to have unique gifts and talents. In all of its application and recruitment materials for magnet schools, the district states that all students in the district are eligible for magnet programs and that no academic or performance standards, academic examinations, grade-point averages, or teacher recommendations are used in determining whether students are admitted to magnet programs. While the district has set a guideline for every school to have no greater than 25% of its enrollment performing below grade level, academic achievement is not a factor in the lottery selection process for individual students applying to a magnet school program.

Additional proactive measures that the district is taking to eliminate academic proficiency as a barrier to equal access and treatment include the Accelerated Learning Program (ALP) initiative, which provides as many as 20 extra days of instruction per year for students achieving below grade level. The ALP program is purposely designed to assist students to achieve at grade level and meet state competency content and performance standards.

Insofar as religion of the student and/or family could be a possible barrier to equal access and treatment in school programs, courses or activities, efforts are made to eliminate any such factor

that could cause underrepresentation. The school calendar, for instance, is set each year only after taking into consideration major holidays of all religions. Equitable access is further provided through optional provisions that are made for students when parents ask that their child not participate in an activity under certain circumstances, including religious reasons.

Transportation can sometimes become a barrier to participation; however, public transportation within WCPSS is available to all students within the county, using state and local funds. Students can attend one of many schools within the district, depending upon their eligibility and acceptance.

WCPSS programs, courses, and activities are evaluated by many district departments and offices, including the WCPSS Evaluation and Research Department. These evaluation activities help to determine if a program is underrepresented by one or more of the likely GEPA statutes of gender, race, national origin, color, disability, age, or other possible barrier. If such a determination is noticed, the underrepresentation within the program, course, or activity is identified, and the program management can take all necessary steps to ensure that measures are taken to eliminate any underrepresentation that might have been exposed.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Wake County Public School System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Del Middle Name:
* Last Name: Burns Suffix: * Title: Superintendent

* SIGNATURE: Kim Yaman * DATE: 04/25/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Dr.

Kenneth

Branch

*** Address:**

3600 Wake Forest Road

P.O. Box 28041

Wake

County

Raleigh

NC: North Carolina

27611

USA: UNITED STATES

*** Phone Number:**

919-501-7900

Fax Number:

919-501-7923

Email:

kbranch@wcpss.net

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00253229

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **5808-FINAL_Abstract.doc**

PROJECT ABSTRACT

RENAISSANCE: Expanding Opportunities for Student Success in the 21st Century

The Wake County Public School System (WCPSS) is applying for a grant from the U.S. Department of Education's Magnet Schools Assistance Program (MSAP). WCPSS's goals include educating students to succeed in the competitive workplace of the present and future and developing life skills in students that prepare them to cope with ever-increasing globalization and a diverse society. To achieve these goals, the district will continue to create viable school choices for children, including those who attend schools that have not made Adequate Yearly Progress.

WCPSS's MSAP project for 2007-2010 significantly revises 3 existing magnet schools: Southeast Raleigh Magnet High School will implement project-based learning supported by an adaptation of the New Tech High School model, as well as strengthen students' leadership and life skills. Garner Magnet High School will add a cultural arts program to complement the existing International Baccalaureate (IB) model and will provide students with opportunities that develop awareness and appreciation for different cultures. East Garner Magnet Middle School will enhance its IB program with an electronic student portfolio and personal project, using an interdisciplinary approach to teaching through the arts and expanding intercultural awareness. Significant revisions in these schools will strengthen the district's ability to attract and maintain diverse school populations, increase the achievement of students who attend the project schools, and provide students with greater access to quality programs.

Selection of the schools in this grant application follows a thorough review of WCPSS's overall magnet program. Responding to the call for increased educational choices, considering the purposes of the MSAP, and analyzing school needs and issues, the selection committee identified these schools as the most appropriate choices. If granted, an MSAP award will enable WCPSS to prepare students with the skills necessary to succeed in the 21st century and will build capacity to offer broader choices to the citizens of Wake County.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **818-Mandatory_FINAL_Project_Renaissance_Program_Narrative.doc**

Attachment 2:

Title: Pages: Uploaded File: **4748-FINAL_Table_of_Contents.doc**

Attachment 3:

Title: Pages: Uploaded File: **2007-Job_Descriptions_and_Key_Personnel_Resumes.pdf**

Attachment 4:

Title: Pages: Uploaded File: **9993-FINAL_List_of_Tables_and_Figures.doc**

RENAISSANCE: EXPANDING OPPORTUNITIES FOR STUDENT SUCCESS IN THE 21ST CENTURY

Wake County Public School System's (WCPSS) proposal to the Magnet Schools Assistance Program (MSAP) is consistent with all six of the MSAP purposes, but without grant funding, WCPSS will not be able to implement Project Renaissance, designed to carry out significant revisions to three of the district's existing magnet schools.

WCPSS is a large, countywide and increasingly urbanized school district, enrolling more than 128,000 students in 2006-07. Enrollment is growing every year, and it is projected that the district will enroll an additional 40,000 students in the next five years. Districtwide, the percentage of minority students is also on the increase. In a district this size and with changing demographics, there is a need to continually strive to eliminate, reduce and prevent minority-group isolation in elementary and secondary schools (Purpose 1), as well as a need to provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards (Purpose 2). MSAP funding will help in this effort.

Significant revisions to three magnet programs—two high schools and one middle school—proposed in Project Renaissance will address MSAP Purposes 1 and 2 while also addressing corollary needs at the three schools to develop innovative educational methods and practices that promote diversity and increase choices in public education (Purpose 3), improve courses of instruction so that students' knowledge of academic subjects and attainment of marketable skills are strengthened (Purpose 4), provide extensive professional development for teachers that will improve capacity to sustain and continuously improve programs at the three magnet schools (Purpose 5), and ensure that *all* students at these schools have equitable access to high-quality educational opportunities (Purpose 6). MSAP assistance will help WCPSS address the six MSAP

purposes and the three MSAP performance measures while meeting the expectations of families and other community stakeholders for a high-quality educational program—one that meets the needs of all students.

WCPSS families have diverse needs, and the district’s students represent all income strata (with approximately 28% low income), all racial populations (with approximately 46% minority), many languages and dialects (with approximately 7% limited English proficient), and all handicapping conditions (with approximately 14% students with disabilities). All of these families have high expectations for their children, and meeting these expectations means ever-increasing demands on the limited school system budget.

County taxpayers and business leaders also have high expectations for WCPSS schools. Wake County citizens are of many opinions regarding their degree of support for public education—the community usually votes to support a bond issue, but once it did not. Regardless of how the community votes, taxpayers want to receive high value for their tax dollar. Business leaders in the county demand a world-class educational system to ensure a high-quality workforce and to fuel continued economic development in the region. To achieve the MSAP purposes, be fiscally accountable to citizens and business leaders, and carry out the WCPSS mission as a public educational institution, WCPSS has a great need for assistance.

Priority #1. *Need for assistance.* The Secretary evaluates the applicant’s needs for assistance under the MSAP regulations in 34 CFR Part 280, by considering—

As WCPSS grows, it faces a constant struggle to maintain healthy schools with a balance of diverse populations and continually rededicate the staff and system to helping *every* student meet increasingly higher standards of achievement. WCPSS embraces the principle to leave *no* child behind. To successfully carry out the significant revisions proposed, projections indicate that the

total cost (MSAP funding combined with district support) will approach \$13.75 million over the three-year performance period of the grant program when both MSAP funding and school district contributions are totaled.

Priority #1a. The cost of fully implementing the magnet schools project as proposed;

The cost estimation to fully implement Project Renaissance is based on funds that the WCPSS Magnet Programs Office will commit to the project and funds sought through this MSAP proposal. The following table indicates projections of this total cost by major category, including the district’s funds and MSAP funds that WCPSS seeks.

Table 01. Estimated Expenses for Project Renaissance by Cost Category: District + MSAP

	2007-08	2008-09	2009-10
Personnel and Fringe	(b)(4)		
Travel			
Equipment			
Supplies			
Contractual			
Other			
Indirect Costs			
TOTALS			

From the table above, it is apparent that the costs to implement this proposal are considerable, averaging more than \$4.5 million per year when the MSAP funding and district support are totaled. While the WCPSS Magnet Programs Office will invest resources into carrying out the significant revisions described in this proposal, these resources are insufficient to satisfactorily implement the proposal and accomplish MSAP objectives.

Priority #1b. The resources available to the applicant to carry out the project if funds under the program were not provided;

WCPSS dedicates existing resources to support its magnet schools program; however, these are not sufficient to implement this proposal if MSAP funds are not provided. Examples of existing resources include a Magnet Programs staff comprising a senior director for magnet programs and seven other staff members. Among these staff, one is charged with promotion and recruitment for all 36 WCPSS magnet programs, one coordinates staff development and curriculum development and oversees implementation of magnet themes at all magnet schools, one coordinates the International Baccalaureate Programme, and another has the responsibility of analyzing data and evaluating all magnet programs in the district. These Magnet Programs staff provide support to all 36 WCPSS magnet schools, including the three schools in this proposal.

Additionally, WCPSS maintains a two-story facility centrally located in the county and dedicated as a Magnet Resource Center. At the center, teachers take part in training programs and professional growth opportunities, family members visit and learn more about magnet offerings, and parent advisory committees meet to plan and support enhancements to the magnet programs. The center's capacities will support implementation of this proposal.

Among other existing resources, WCPSS has proactively maintained and renovated school facilities; the three schools in this proposal are comfortable, safe, and secure learning and working environments for students and staff. Facility enhancements described in this proposal will improve the attractiveness of these schools as magnets that must draw students to reduce racial and economic isolation. Also, each school has a technology infrastructure that supports student achievement and the current curricular foundation of the magnet themes. However, much of this technology was first provided in the late 1990s, and there have been inconsistent

replacements to this technology across the district in the years since. Here, too, enhancements to technology at the schools will improve the draw of the respective magnet programs.

Additionally, WCPSS devotes extra resources to each magnet school to make these programs attractive to students who are not in the schools' base attendance zones. For instance, WCPSS provides additional staff at magnet schools to supplement allocation formulas set for all schools. This is true for each school in this proposal: Southeast Raleigh Magnet High School (SRMHS), Garner Magnet High School (GMHS), and East Garner Magnet Middle School (EGMMS).

Presently, Magnet Programs allocates 121 additional months of employment at SRMHS to support the magnet program—the equivalent of 10-12 staff positions, depending on whether these positions are used as 10-, 11- or 12-month positions. At GMHS, the Magnet Programs Office allocates 62 additional months of employment, equating with 5-6 staff positions. At EGMMS, the office allocates 25.5 additional months of employment, equating with 4-5 staff positions. Months of employment allocated to all three schools for magnet positions total 208.5. These positions will be maintained throughout and beyond the MSAP grant performance period.

Along with staff positions, the Magnet Programs Office also commits resources in support of travel, materials, and supplies. Table 02 indicates the estimated value of resources that the Magnet Programs Office will commit to the three project schools during the performance period of this grant program. Personnel expenses are based on 208.5 months of employment and 15 years of experience for a typical teacher with a bachelor's degree in the 2006-07 school year, with a 3% cost-of-living increase factored into subsequent years. These figures are above/beyond the levels that the school district allocates to every high school.

Table 02. Estimated Expenses for Project Renaissance by Cost Category: District

	2007-08	2008-09	2009-10
Personnel and Fringe	(b)(4)		
Travel			
Equipment			
Supplies			
Contractual			
Other			
Training Stipends			
Indirect Costs			
<i>TOTALS</i>			

When fiscal resources dedicated to support all 36 magnet schools in the district are totaled, it is apparent that WCPSS’s Magnet Programs Office devotes considerable resources to its magnet programs. However, resources of both the Magnet Programs Office and the district overall are stretched thin—at the district level to keep up with building new schools and accommodating the growing numbers of students, and at the Magnet Programs Office to support the programs at all 36 magnet schools. The challenges of significantly revising the programs described in this proposal require greater resources, well exceeding those currently available to the school district and its Magnet Programs Office.

Priority #1c. The extent to which the costs of the project exceed the applicant’s resources:

The cost of implementing this proposal greatly exceeds WCPSS’s current resources. Presently, any additional district resources appropriated by the county from year to year are largely absorbed by the expense of building new schools, staffing new schools, and other

expenses associated with changing student demographic trends (e.g., increasing numbers of limited-English-proficient students, increasing percentage of low-income students, increasing identification of special-needs students). To carry out the significant revisions in this proposal, it is necessary to provide additional staffing; conduct extensive professional development; enhance facilities; refresh outdated technology, performing arts instrumentation, and instructional materials; and revise curricular offerings—all of which must be done in the context of the most current knowledge of school reform.

Absent substantial financial assistance to maintain attractive programs, these schools may not be able to withstand pressures to resegregate. All three schools had greater than 50% minority-group membership on the 20th day of the 2006-07 year and, in the absence of significant revisions to these programs to date, minority-group enrollment is expected to rise at all three schools in the 2007-08 school year. To meet the Project Renaissance goal to *reduce* minority-group isolation at the three project schools beyond levels seen in the 2006-07 year, the significant revisions proposed must prove to be powerful magnets to students across the county. Carrying out the significant revisions planned in this proposal well exceeds existing resources; the extent to which this is true is indicated in Table 3, showing the MSAP funds that are requested in this grant proposal.

Table 03. Estimated Expenses for Project Renaissance by Cost Category: MSAP Grant

	Year 1	Year 2	Year 3
Personnel and Fringe	\$1,140,000	\$1,186,772	\$1,232,755
Travel	\$185,334	\$156,427	\$156,135
Equipment	\$486,607	\$261,958	\$20,958
Supplies	\$1,356,579	\$757,565	\$485,172
Contractual	\$637,679	\$470,950	\$413,450
Other	\$20,200	\$20,200	\$20,200
Indirect Costs	\$148,120	\$114,952	\$102,347
TOTALS	\$3,974,519	\$2,968,824	\$2,431,017

The estimated costs of fully implementing magnet programs at the three project school are approximately \$13.7 million over the three-year performance period of the grant program. In no single year does the request for MSAP funding exceed \$4 million. Of the total amount, the school district is able to support approximately \$4.4 million (31.8%), and this application requests the remainder (approximately \$9.4 million, or 68.2%) from MSAP funding. It is apparent that funding to significantly revise the three magnet programs greatly exceeds WCPSS resources.

Priority #1d. The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project—e.g., type of program proposed, the location of the magnet school within the LEA—impacts on the applicant’s ability to successfully carry out the approved plan.

If funded, the MSAP program will allow the district to significantly revise three magnet

programs and have a positive impact on more than 350 staff members and more than 5,000 students at these schools annually over the three-year performance period of the MSAP grant. Themes in the three schools are being revised for the purpose of strengthening their effectiveness in attracting appropriate numbers of viable applicants, eliminating overlap of concepts that tend to confuse potential magnet families, replacing or upgrading offerings that are no longer unique among magnet programs, and raising the bar to provide models for outstanding and innovative school programs. The following paragraphs demonstrate some of the considerable challenges that face WCPSS in carrying out the proposed plans for these schools.

WCPSS serves a large geographic area encompassing 864 square miles. The U.S. Fourth District Court declared unitary status for the merged Raleigh City and Wake County school systems in 1976, forming the basis for the district's voluntary desegregation plan. In 1982 the district significantly expanded magnet schools to establish a "schools of choice" magnet network to fill and racially balance inner-city schools by attracting nonminority students to those schools.

Challenges facing WCPSS as it proceeds in implementing the proposed significantly revised programs are 1) the difficulty of competing with the large number of magnet options, as well as private and charter school opportunities, 2) the convenience of attending brand-new, attractive schools in the neighborhoods of potential magnet clients, and 3) the continuing reality of racially isolated neighborhoods in Wake County. The three schools in this proposal are unique in a variety of ways, and each has different needs for significant revision to their magnet program.

Southeast Raleigh Magnet High School (SRMHS): Center for Leadership and

Technology: The introduction of a New Tech High School cohort, upgrades in technology, and a move towards leadership as defined by the Partnership for 21st Century Skills will be significant revisions to the existing leadership and technology magnet high school. The attraction to the

technology theme at SRMHS has diminished over time as newer high schools with newer technologies have opened in the high growth areas of the district. Also, the leadership theme needs clearer definition and relevance for students. The significant revisions to the theme at SRMHS will serve to increase the number of viable applicants to the magnet school and, in doing so, decrease the trend of minority-group isolation there.

Garner Magnet High School (GMHS): An International Baccalaureate Programme:

Developing rich international and arts opportunities that employ best practices and broad community support will be the focus of significant revisions to this International Baccalaureate (IB) high school. In addition, GMHS will expand its existing IB Middle Years Programme so that a larger, more diverse group of students will be prepared to enter the Diploma Programme. The IB program at GMHS has yet to attract enough viable student applicants to decrease minority-group isolation. Furthermore, the school experiences a significant dropout rate and lower academic performance than most other WCPSS high schools. Only a very small percentage of students currently apply for GMHS's IB Diploma Programme. International and arts opportunities will be created in such a way that students at the high school will find more relevance in the daily IB instructional program, gain support from the community beyond the school walls, apply to the Diploma Programme in increased numbers, and experience academic success at school. Over time, the revisions and the successes that follow will serve to increase the overall image of the school, thereby increasing its magnet attractiveness in the district.

East Garner Magnet Middle School (EGMMS): An International Baccalaureate Middle Years Programme: The significant revisions at EGMMS are similar to the revisions planned for GMHS in that the focus is on expanding the arts and offering extensive international opportunities to build intercultural awareness among staff and students. These components of IB

will be expanded through new interdisciplinary units of study in core classes that are developed based on inquiry instructional approaches implicit in IB philosophy. Teachers from all disciplines will be involved in creating the units. Additionally, MSAP funding will be used to create opportunities for international partnerships for both teachers and students. EGMMS is a feeder school to GMHS. The two neighboring schools both have student populations high in minority enrollment and below district standards for academic achievement. To strengthen alignment to the high school and overall program at EGMMS, IB areas of arts and internationalism will be expanded to improve interdisciplinary instruction, incorporate broad community support, increase academic achievement for students, and improve the attractiveness of the IB program at the school. Minority-group isolation will decrease as applications to the school increase. Over time, foundational academic experiences gained at EGMMS will increase the likelihood of success for students going on to GMHS.

Competitive Preference Priority 4. Expanding Capacity to Provide Choice.**This priority supports projects that will—**

Through implementation of Project Renaissance at the three schools described in this proposal, WCPSS will expand its capacity to offer students in low-performing schools the opportunity to attend a higher-performing school at SRMHS, while also including in the project two of the district's lower-performing schools, GMHS and EGMMS, to improve the quality of teaching and instruction in these schools.

Priority #4(1). Help parents whose children attend low-performing schools (that is, schools that have been identified for school improvement, corrective action, or restructuring under Title I of the ESEA) by--

Although the school district does not use Title I funding with middle or high schools, selection of the three Project Renaissance schools responds to this competitive priority as demonstrated by the text that follows.

Priority #4(1)(a). Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under this project and improving the quality of teaching and instruction in these schools; or

GMHS and EGMMS meet the federal definition of being low-performing schools when NCLB Adequate Yearly Progress (AYP) standards are applied to these schools. Although federal NCLB sanctions do not apply to these individual schools because they do not participate in Title I funding, their performance is factored into measuring the district's AYP achievement. The district failed to make AYP in the previous two school years, resulting in the district's entering school improvement in the 2006-07 school year.

In WCPSS, all Title I funding is devoted to selected elementary schools; no middle or high school participates in the Title I program or receives Title I funding. Regardless of Title I participation, WCPSS rigorously applies NCLB standards to all of its schools. The three schools in this project failed to meet AYP for one or both of the previous two school years, as indicated in Table 04. If WCPSS elected to devote Title I funds to middle and high schools, all three project schools would be eligible for Title I funds. In that case, two of the three schools (GMHS and EGMMS) would be in school improvement in the current 2006-07 school year, and the third (SRMHS) would be in jeopardy of entering school improvement in the 2007-08 school year.

Table 04. Adequate Yearly Progress Results by Project School for Two Years

School	Met AYP Standard?	
	2004-05 Year	2005-06 Year
Southeast Raleigh MHS	Yes	No
Garner MHS	No	No
East Garner MMS	No	No

All Wake County students who apply and are selected through the magnet selection process are eligible to attend SRMHS, one of the district’s higher-performing schools, while feeder patterns for GMHS and EGMMS are restricted to selected schools. Per these feeder patterns, students across the county in low-performing schools will have the opportunity to attend a high-performing school. Two low-performing schools are included among the three project schools. Providing resources and support for these schools will improve educational quality for all students, including those selected in the magnet lottery to attend these two schools. The Magnet Programs Office staff will identify 5th graders at low-performing elementary schools in EGMMS’s feeder pattern to recruit students to the significantly revised program at EGMMS.

Priority #4(1)(b). Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and thereby reduce minority-group isolation in the low-performing sending schools;

SRMHS is one of the district's higher-performing high schools, and including the school in Project Renaissance provides students across the entire county the opportunity to attend this school through the magnet schools' selection process. The feeder pattern for SRMHS includes all high schools in the district.

Priority #4(2). Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under this project.

WCPSS uses a variety of means to effectively inform parents with children attending low-performing schools about choices available to them through the district's magnet programs. For example, all elementary schools participating in the Title I programs must have a parental involvement component, including an annual public meeting and other flexible meetings, creating school-parent compacts, distributing materials and training, parent involvement in developing training programs, and school and district parental advisory councils. Among WCPSS elementary schools participating in the Title I program, these and other means of involving parents keep families informed of opportunities for school choice under Title I provisions as well as opportunities to participate in the magnet program that the school district administers. Elementary-level students in low-performing Title I schools will be fully informed of the opportunity to apply to all of the district's magnet middle schools, including EGMMS.

Additionally, the Magnet Programs Office in the district carries out many initiatives to

inform parents with children attending low-performing schools (Title I and otherwise) about opportunities to attend magnet schools. Magnet Programs staff will put in place an organized plan to target and recruit 5th graders at low-performing elementary schools to EGMMS, which in turn feeds to GMHS. In doing this, students at identified low-performing schools, Title I and otherwise, will be educated about the significantly revised and improved instructional programs at the two MSAP-funded magnet schools in Garner.

Time and funding will be spent developing marketing materials that provide information about the specific improvements to the magnet programs at EGMMS and GMHS, and these materials will be distributed to parents of students at the low-performing feeder schools. Furthermore, in the case of SRMHS, application is open to all WCPSS student and SRMHS is already a high-performing magnet school. WCPSS will undertake a campaign to increase awareness of the significantly revised and improved program at SRMHS and inform parents of students at low-performing schools so that families will be aware of the opportunity to attend Project Renaissance schools by magnet application or by transfer.

Priority 5. Experimental and Quasi-Experimental Evaluation Designs

WCPSS does not seek consideration under the invitational priority, Priority 5, but will be pleased to share results of a comprehensive magnet schools program evaluation that the district is currently conducting in the 2006-07 school year for all 36 magnet schools countywide. These results are expected to be compiled and published later in 2007.

280.31(a) Plan of Operation.

(1) The Secretary reviews each application to determine the quality of the plan of operation for the project.

The plan of operation for Project Renaissance provides an efficient and effective guide for implementation and administration of the project in each school. This section presents evidence that the plan will be well managed, with leaders and staff at the district level and at the three schools who are well qualified to carry out all aspects of the project. The text introduces key persons involved in project implementation and shows specific connections of each person to the district's higher administration. It shows how key people will implement the plan and discusses resources to implement the program efficiently—both those provided by the district and those sought from the Magnet Schools Assistance Program (MSAP). The plan of operation takes into account key features of Wake County and its rapidly growing school district, some of the challenges facing the district, the mission and goals of the Wake County Public School System (WCPSS), objectives developed for each school, and yearly benchmarks to determine steady progress toward achieving the MSAP purposes. A timeline of activities demonstrates in detail action steps that map movement toward successful implementation of the project and benefits that will come to the district as a result of this success.

ABOUT THE WAKE COUNTY PUBLIC SCHOOL SYSTEM

WCPSS sets high goals and maintains a focus on excellence in all schools, with continuous improvement in academic achievement its top priority. The district's excellent reputation has contributed significantly to the area's population increase and growth of business and industry. WCPSS is now the second largest school district in the state and the 21st largest school district in

the nation, with 128,070 students in membership on the 20th day of the 2006-07 school year—an unprecedented addition of 7,388 students since the 20th day of the previous year. The trend of enrolling an additional 7,000-9,000 students per year is expected to continue for the next decade or more. The 2006-07 school year opened with 150 school sites in the district; 36 (24%) of these are magnet schools. Magnet programs have made a powerful contribution to the continuing health of public education by promoting diversity in student enrollment throughout the district and by continually raising the bar for traditional schools.

WCPSS's visionary leadership is reflected in its mission: *The Wake County Public School System will educate each student to be a responsible and productive citizen who can effectively manage future challenges.* From this mission stem the goals established by the board of education. The district's Goal 2003, an initiative to boost student achievement, met with significant success, and Goal 2008 is even more ambitious: *WCPSS is committed to academic excellence. By 2008, 95 percent of students in grades 3 through 12 will be at or above grade level as measured by the State of North Carolina End-of-Grade (EOG) or End-of-Course (EOC) tests, and all student groups will demonstrate high growth.*

As a fundamental strategy for achieving its long-term plan for student success, WCPSS has been operating magnet schools for 29 years, since the 1977-78 school year—six years before the establishment of MSAP. Over the years, the district's magnet schools have grown in number and strength, and this MSAP proposal will enable WCPSS to significantly revise three existing magnet programs to build its capacity for continued growth and service to its students. This MSAP project, *Renaissance: Expanding Opportunities for Student Success in the 21st Century (Project Renaissance)*, leads the way for WCPSS's magnet schools to take the next steps toward establishing and maintaining a healthy and progressive school system.

On January 10, 2000, the school board adopted a new student assignment policy after directing the administration “to develop student assignment factors and priorities needed to maintain diverse student populations in our schools.” Presently, race of the student is not a variable used in the board's student assignment policy.

Among the variables the school board now uses in assigning attendance nodes to particular schools are the socioeconomic composition of a node (as measured by percentage of students in that node receiving free or reduced-price lunch, or FRL) and the academic achievement of students in a node (as measured by the percentage of students in a node performing below grade level on state-mandated EOG tests in grades 3-8). Presently, the board’s preferred standard for diversity in student enrollment is that the percentage of FRL students at any school to be no greater than 40% and the percentage of students performing below grade level at any school to be no greater than 20%. The board remains committed to maintaining diversity and supporting desegregation of schools, actively promoting and emphasizing the importance of magnet schools.

In May 1999, the board updated the guiding magnet schools principles established at the time of the WCPSS 1982-83 Schools of Choice plan. Magnet schools participating in this MSAP application adhere to the following guidelines:

- **Reduce high concentrations of poverty and support diverse populations:** promotion of positive character traits; respect for other cultures and beliefs; enrichment of learning experiences; providing learning opportunities for all students regardless of socioeconomic status and achievement
- **Maximize use of school facilities:** optimal use of facilities; in view of rapid enrollment increases, ensuring that all schools are used to their fullest capacity and that all students have access to appropriate programs

- **Provide expanded educational opportunities:** accommodating growth and changing demographics in Wake County; making unique programs accessible to all students; discovering and developing individual students' gifts and talents; supporting increased variety of magnet themes, thus providing parents and students greater opportunities for choice; providing a wide selection of top-quality programs; attracting and retaining highly qualified personnel; raising standards for the entire district; continuing to search for excellent and innovative programs that meet the needs of all students

WCPSS has a record of success with the implementation of several MSAP projects over the past 20 years. Throughout the three-year grant cycle, project managers and district administrators will remain true to the purposes of the MSAP program and continually respond to management issues driven by the district's mission, vision, and Goal 2008, and to the challenges that evolve from continuing growth in student population and changing demographic characteristics.

The following sections elaborate on the details of the management plan, descriptions of qualified administrators who will manage the project, and support and resources offered by the district in place to maintain efficient and effective management as the plan is fully implemented.

With its longstanding commitment to serving the needs of its diverse student population and its 30-year history of successful magnet programs, WCPSS is well prepared to implement the plan of operation developed for this proposal.

280.31(a) (2) The Secretary determines the extent to which the applicant demonstrates—
(i) The effectiveness of its management plan to ensure proper and efficient administration
of the project.

THE PROJECT SCHOOLS

The selection of schools for participation in Project Renaissance developed over time through

a carefully crafted process. The need for serious middle and high school reform, for high-quality programs more open to underrepresented student populations, and for attractive programs in middle and high schools that will promote diversity and excellence in performance has spotlighted the three schools for significant revision.

Southeast Raleigh Magnet High School (SRMHS): SRMHS will significantly revise its magnet program to develop students' leadership skills for the 21st century, including collaborative problem solving, responsibility for self-learning, the ability to interact in diverse settings, and communication with global audiences. This revitalized magnet program will use technology as one of its tools to meet educational goals. An emphasis on project-based learning —modeled upon that developed by the New Tech Foundation in California — will promote a schoolwide teaching/learning environment where students are engaged in authentic learning and relevant experiences. Stephen Covey's *Seven Habits for Highly Effective People*, and David Langford's *Quality Learning* will provide the foundation for a new program of leadership and decision-making skills for 21st-century business and career opportunities. SRMHS will also partner with N.C. State University to offer students challenging, college-level course work in math and science through a pre-college summer program.

Garner Magnet High School (GMHS): GMHS's enhanced cultural arts program will support the fundamental concepts of the existing International Baccalaureate (IB) Middle Years Programme (IBMYP) and IB Diploma Programme (IBDP) while expanding educational opportunities for all students. This significantly revised program will develop students' awareness of and appreciation for different cultures through the arts and an expanded foreign language program. Students will choose from an increased offering of courses in dance, drama, music, and visual arts designed to develop their skills and talents. GMHS will also provide

opportunities for private after-school creative arts lessons, summer arts camps, interaction with professional artists, and presentations to local and county audiences.

East Garner Magnet Middle School (EGMMS): EGMMS will expand on its existing IBMYP program by using the arts department as a catalyst for developing interdisciplinary units of learning. This expansion at EGMMS will reinforce programs at Garner Magnet High School as students age up to higher grades. Schoolwide “essential questions” based on the IBMYP model and an annual full-scale arts production will lead and inspire students to explore and expound on context and culture. EGMMS will also expand teachers’ intercultural awareness through training with World View and the Center for International Understanding. The significantly revised program will also prepare students for effective participation in an economically, socially, and politically interdependent world by expanding foreign language opportunities and connecting with a sister school in a Latin American country. A Pre-Personal Project (PPP) will be added to the curriculum as a required activity for all 8th-grade students to develop communication skills, advanced technology skills, and accurate, detailed research skills. Students will store their PPP, along with a collection of their work from 6th through 8th grades, in their Electronic Portfolio, which will reflect the work they have done over time. In addition, students’ Electronic Portfolios can follow them to Garner Magnet High School as they continue the IB MYP program for years 4 and 5 (grades 9-10). Extensive staff development in technology, mentor training, professional learning communities, and poverty training will help staff implement these grant initiatives.

PROPER AND EFFICIENT ADMINISTRATION

WCPS ensures proper and efficient administration of the project by developing and implementing a carefully constructed management plan. The plan is manageable and designed to achieve intended outcomes as evidenced by these essential features:

1. **A comprehensive, districtwide leadership infrastructure**, as demonstrated in the organizational charts depicted in Figures 01, 02, and 03, which provides the best of two worlds: centrally based administrators who provide guidance to overall operations, and site-based leadership that offers flexibility to individual situations;
2. **A locally funded Magnet Programs Office placed high in the WCPSS organizational structure** and dedicated to development and enhancement of district magnet programs;
3. **A site-based leadership structure**—with area superintendents, school principals, school leadership teams, and MSAP grant-funded site coordinators—that ensures operations tailored to the unique needs of students at each school;
4. **Achievable goals and measurable outcomes** that stem from MSAP purposes and link to the expressed needs of the district;
5. **Specific management strategies that stem from project objectives**, as evidenced by a timeline of action steps set in place to ensure proper implementation of the project;
6. **A sound evaluation plan** that provides a structure for both summative and formative assessment, outlines annual benchmarks to demonstrate progress and ultimate success of the project, and provides feedback for continuous improvement processes;
7. **A detailed and carefully tailored budget** matched to the objectives of the project;
8. **The support of parent and other stakeholders**, both from within the district and from the outside community, including organizations dedicated to community well-being and improvement (e.g., Wake Education Partnership, Triangle Urban League, Strengthening the Black Family); and the greater community, as evidenced by letters of support and resolutions located in the Appendix.

In addition to these aspects of the plan of operation, the proper and efficient administration of

Project Renaissance is assured by the district's experience with and clear understanding of federal rules and regulations (e.g., MSAP guidelines, OMB A-87, EDGAR).

I. Districtwide Leadership: WCPSS is a large school district with four major divisions under the superintendent's leadership: Administrative Services, Auxiliary Services, Instructional Services, and Technology Services. Six area superintendents—each responsible for supervising operations in approximately 20-25 elementary, middle, and high schools divided regionally—also report directly to the superintendent. These divisions and individuals each have significant roles and responsibilities in supporting Project Renaissance.

Division for Administrative Services provides and supports quality resource management for WCPSS. This division recruits, develops, and retains quality employees whose vision and abilities support NCLB goals. The departments under this division are structured to provide schools with resources in a timely manner to support effective instruction. As head of the Administrative Services Division, the chief business officer maintains a proactive system to ensure compliance with local, state, and federal laws, policies, and procedures.

Division for Auxiliary Services provides quality facilities and support services to ensure safe, healthy, inviting, and optimal learning environments. The division provides a wide range of services, including buying land for school buildings, planning and facilitating construction of schools, developing strategic plans to address growth challenges, transporting students to schools in a safe and timely manner, keeping schools clean and well maintained, facilitating the efficient use of energy, providing healthy meals, making sure schools are environmentally healthy, and saving taxpayer dollars by promoting efficient operations and education. The chief facilities and operations officer for Auxiliary Services coordinates and supervises these services.

Division for Instructional Services works collaboratively with WCPSS customers to

promote and support effective instruction for all students. The division uses data and research to continuously improve instructional programs, staff training, and services to schools. The chief academic officer collaborates with community and school leaders in development, identification, and implementation of best practices for continuous improvement of instructional delivery and health of all schools. The Magnet Programs Office is supervised by the chief academic officer for the Instructional Services Division.

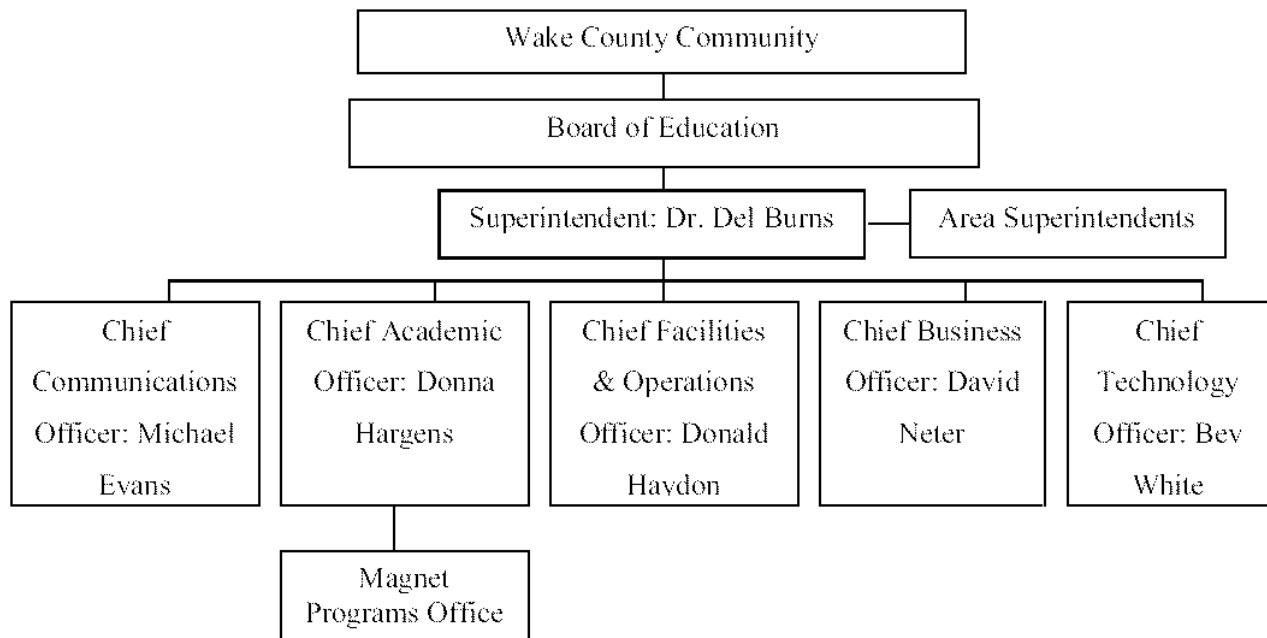
Division for Technology Services provides technology leadership, support and services for WCPSS while effectively and efficiently managing districtwide information resources and ensuring information security and integrity. The chief technology officer provides leadership for the following technology offices: Networking Services, Applications, Support Services, Information Systems, and Telecommunications.

Collectively, these major divisions in WCPSS will provide leadership and support to the management of Project Renaissance operations. Moreover, personnel in these divisions are experienced with federal grant programs.

The WCPSS **Budget and Accounting departments** are examples of departments that ensure proper and efficient accountability for project administration. The Budget Department develops and monitors the WCPSS budget and supports budgeting activities in Project Renaissance (e.g., training of budget managers, monitoring position control, maintaining chart of accounts, etc.). The Accounting Department reviews and pays all expenditures, receives and records revenues, and reconciles and reports all governmental fund types. Examples of support provided by these departments to Project Renaissance include pre-auditing all purchase orders; certifying all contracts for legality and availability of funds; using state purchasing contracts to find best prices; processing all payroll data using the state's Uniform Education Reporting System;

following the state's Uniform Budget Fiscal Control Act; accessing funds through the U.S. Department of Education's GAPS payment control system; complying with conditions of OMB Circulars A-102 and A-87; and completing annual audits in accordance with OMB Circular A-133.

Figure 01. WCPSS Organizational Chart Showing District Leadership



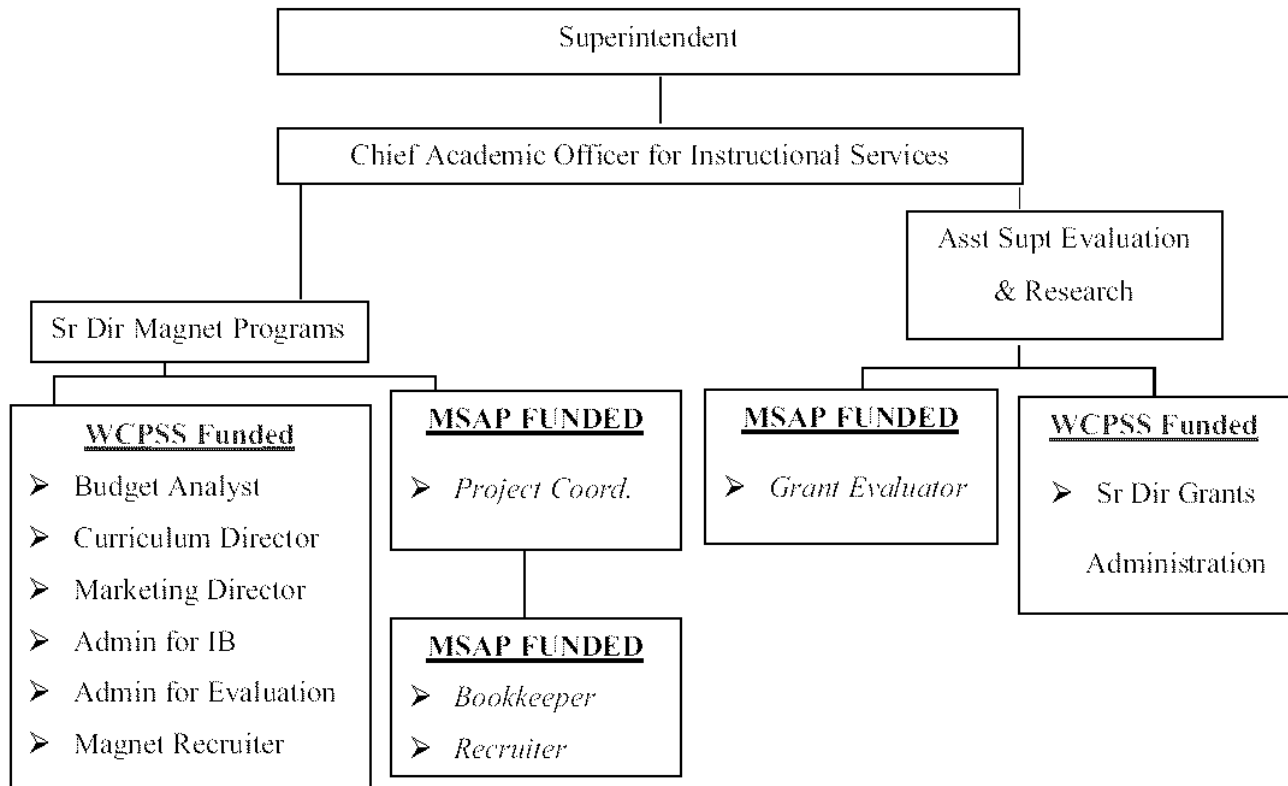
2. Locally Funded Magnet Programs Office: Dr. Kenneth Branch, senior director of the Magnet Programs Office, facilitates development, coordination, and enhancement of all WCPSS magnet programs, including Project Renaissance programs. Dr. Branch was previously principal at Centennial Campus University Connections and Leadership Magnet Middle School, a school he opened on the campus of N.C. State University. In developing this unique magnet theme, he initiated curriculum integration, differentiation of instruction, and a collaborative school culture among staff and students. He designed and put into practice a comprehensive program for a school-university partnership that includes each of the ten colleges of N.C. State University.

Dr. Branch's position in the district is locally funded, and seven locally funded magnet programs staff positions report directly to him. If funded by MSAP, three new positions in the grant (project director, bookkeeper, and recruiter) will also report to Dr. Branch.

In addition to Dr. Branch, locally funded staff in the district's Magnet Programs Office have extensive experience in design, implementation, and evaluation of magnet programs, including previously funded MSAP projects. The experience of local magnet staff ensures adequate staffing for successful implementation of a project of this magnitude. Please see Quality of Personnel for the qualifications and experience of individuals on the magnet staff.

Along with district personnel, leadership is provided to Project Renaissance by MSAP grant-funded positions that will be 100% dedicated to the success of the project. The following figure shows the placement of WCPSS Magnet Programs Office and central leadership positions planned for Project Renaissance. The four positions in italics are identified for Project Renaissance to be funded in this grant proposal: project coordinator, bookkeeper, recruiter, and evaluator. (Supervision for the bookkeeper and recruiter is provided by the MSAP-funded project coordinator; supervision for the evaluator's position is provided through WCPSS's Evaluation and Research Department, separate from the Magnet Programs Office, providing for the independent evaluation of Project Renaissance.)

Figure 02. WCPSS Organizational Chart Showing Magnet Office Administration



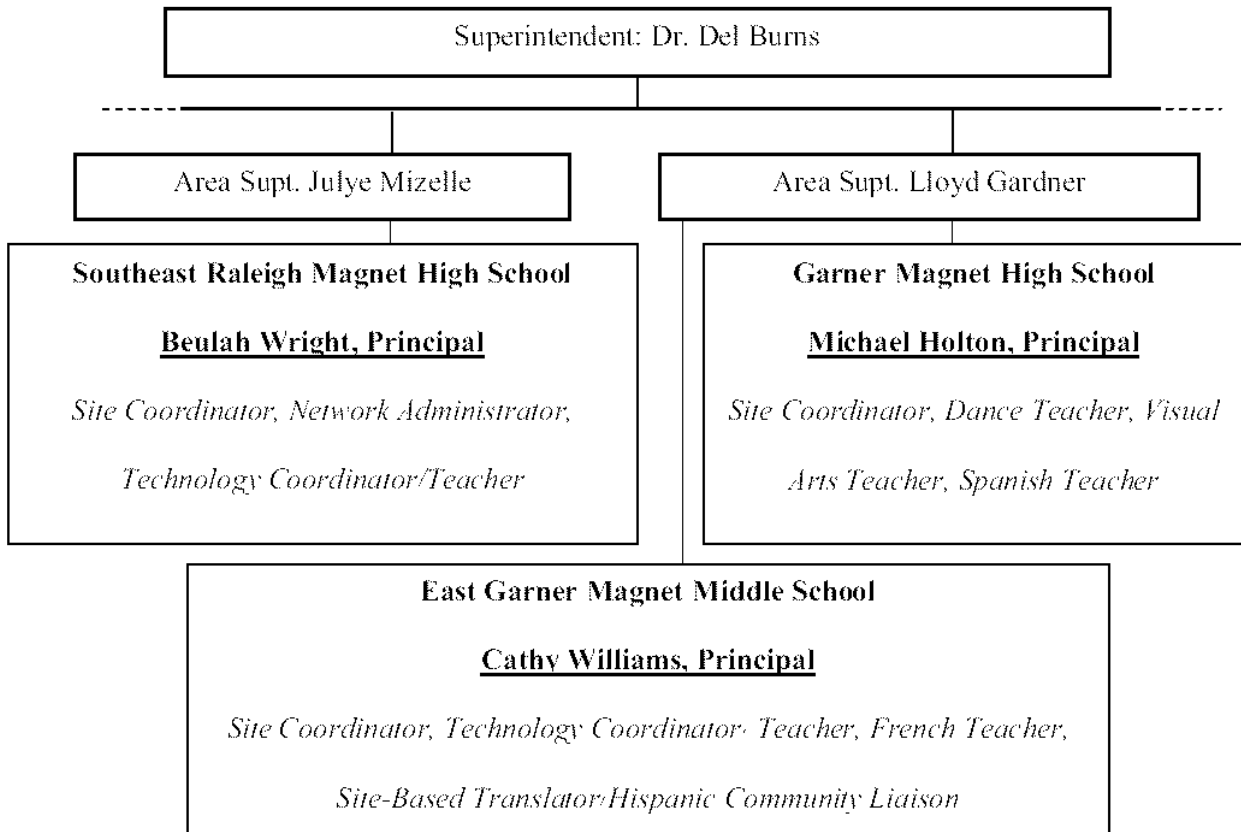
3. Site-based Leadership Supported by Districtwide Leadership Structure: Project

Renaissance utilizes centrally based leadership that ensures alignment with state and districtwide reform initiatives, and site-based leadership that provides the flexibility to respond to unique situations and varied needs of students at each school. Through the centrally based leadership of its Magnet Programs Office, the school district coordinates activities with site-based leadership that the district allocates each magnet school. Complementing this leadership in Project Renaissance, MSAP funding will permit the district to dedicate additional staff to significantly revise and expand magnet program offerings at the three schools.

The chart below identifies the area superintendents who provide supervision to the three project schools, principals at these schools, and staff positions to be funded in this MSAP award

(highlighted in italics). Federally funded staff positions in Project Renaissance will be fully certified positions, uniquely matched to the magnet theme at each school and dedicated for 100% of their time and effort to the project. These positions are listed on the chart under each school.

Figure 03. WCPSS Organizational Chart Showing Site-Based Leadership



4. Achievable Goals and Measurable Outcomes: The implementation of Project Renaissance will attain measurable outcomes resulting from meeting the objectives and benchmarks detailed in the evaluation plan. Project objectives and benchmarks were determined after a thorough analysis of school trends and district needs and were set to be challenging, yet attainable within the project period. The objectives are specific about the outcomes necessary to make Project Renaissance an effective program. The benchmarks provide specific interim annual standards against which progress can be monitored.

Outcomes for each school are aligned with the purposes and three performance measures described for MSAP and are in keeping with the district goal to raise student achievement and advance the value the district places on diverse student enrollment.

5. Management Strategies and Timeline: The proper and efficient administration of Project Renaissance is also assured by a thorough and detailed design of significant management activities. A summary of this plan is presented on the following pages and organized by five major processes: a) pre-grant activities; b) staffing; c) facility enhancement; d) promotional and student recruitment activities; and e) continuous improvement. Major activities associated with these processes are briefly summarized below:

a) Pre-grant Activities: Pre-grant activities are those that must occur prior to the beginning of the 2007-2008 school year in preparation for receiving an MSAP award. Pre-grant activities include the continuation of planning meetings, planning for marketing and recruitment for the revised magnet programs, receipt of applications and selection by lottery of students for these schools, planning staff development, and initiating the writing of curriculum.

b) Staffing: Staffing activities begin during the pre-grant period and recur every year of the grant. Staffing activities are chiefly the responsibility of the senior director of the Magnet Programs Office, the school principals, and the Renaissance project coordinator. Staffing activities involve posting positions; interviewing candidates; and hiring, supervising, and evaluating the performance of selected Project Renaissance personnel.

c) Facility enhancement: Enhancements to facilities at the three schools include redesigning and wiring classrooms to support the implementation of the New Tech program at SRMHS (phased in over three years), improvements to the GMHS auditorium, and installing stage lighting at GMHS to support expansion of the arts program. Facility improvements are budgeted

to begin in Year 1 for all three schools. In every instance, facility improvements have been coordinated with the district's Plan 2007-2010 for school renovations.

d) Promotional activities and student recruitment: Promotional activities are specifically designed to attract and recruit a target market to the magnet theme and programmatic strands at each school by informing the entire community about unique, innovative programs available. Promotional activities also include staff development required to enhance theme delivery. District magnet programs staff and MSAP project staff coordinate promotional activities.

Student recruitment activities occur during the pre-grant period and recur every year of the grant. The Project Renaissance recruiter works closely with the locally funded magnet programs director of marketing to implement recruitment activities at project schools (a detailed chart showing recruitment activities and timelines can be located on pages 55-58), including the annual Magnet Schools Fair, community information sessions, and school tours.

The MSAP recruiter will work closely with the three schools to individualize recruitment activities. The MSAP recruiter will also work closely with the senior director for Magnet Programs and the MSAP project evaluator to assess recruitment efforts and determine where refinements and improvements are necessary. Finally, the recruiter is responsible for working closely with a contracted marketing firm to develop new informational brochures and public service announcements to bolster recruitment efforts.

e) Continuous-improvement activities: Planning for continuous improvement begins during the pre-grant period. Activities scheduled to begin at school sites the first semester of Project Renaissance implementation include planning for staff development, visitations to like magnet programs, curriculum development to enhance the theme, and coordination with community partners. Involving district magnet schools staff and Project Renaissance staff,

continuous improvement activities will be closely coordinated with feedback received from evaluation activities so that refinements will take place on an ongoing cycle of “plan-do-study-act” according to the Deming model of continuous improvement.

The table below displays a project management timeline, including major events and projected dates associated with each activity. The timeline is based on a July 1, 2007, award and follows the school district’s July through June fiscal year calendar.

Table 05. Project Management Timeline: 2007-10 MSAP

TASK/ACTIVITY (Person/Division Responsible)	Pre-Grant 2005-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Review of magnet programs and needs (<i>BOE, Magnet Sr Director</i>)	March 2006	--	--	--
Identify project schools (<i>Program Staff, Growth Management, & Selection Comm</i>)	March 2006	--	--	--
Wake Co. BOE approval of identified schools	Jul	--	--	--
Pre-grant meetings with Growth Mgmt (<i>Sr Director & Selected Staff</i>)	Jul, Aug	--	--	--
Meet with school planning teams (<i>Sr Director, Staff</i>)	Jul, Aug	--	--	--
Site-based planning efforts (<i>Principals/ School Teams/MSAP Advisory Comm</i>)	Sep-Apr	--	--	--
Parent sessions on potential new themes (<i>Chief Acad. Officer & Sr Director</i>)	Dec	--	--	--
Student assignment plan updated and approved (<i>Office of Growth Mgmt & BOE</i>)	Mar-Apr 2006/2007	--	--	--

TASK/ACTIVITY (Person/Division Responsible)	Pre-Grant 2005-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Meeting with Facilities Dept (<i>Sr Director, Selected Staff, and School Representatives</i>)	Sep	--	--	--
Tech Dept meeting (<i>Sr Dir, Select Staff, School Reps</i>)	Sep	--	--	--
Project-related partnerships established/ maintained (<i>Sr Dir & Marketing Director</i>)	Jul-Jun	Jul-Jun	Jul-Jun	Jul-Jun
Recruitment campaign re: magnet progs (<i>Sr Dir, Marketing Dir, Recruiter, Principals, School Staffs</i>)	Feb-Jun	Oct-Feb	Oct-Feb	Oct-Feb
Facility adjustments for revised programs (<i>Dir of Facilities</i>)	May-Jun (planning)	Jul - Jun	Jul- Sep	
Order materials & equipment (<i>Sr Dir, Project Coord</i>)	--	Jul-Aug	Jul-Aug	Jul-Aug
Notify principals of award & kick-off sessions w/ schools (<i>Sr Director, Project Coordinator</i>)	--	Jul/Aug		
Annual sessions w/ school staffs re: goals, benchmarks, evaluation, & perform. reports (<i>Sr Dir & Project Coord</i>)	--	Aug	Aug	Aug
Proj budget administration (<i>Sr Dir, Bookkeeper, Project Coord</i>)	--	Jul-Jun	Jul-Jun	Jul-Jun
Posting of positions & employment of staff (<i>Sr Dir, Project Coord, & Principals</i>)	--	Aug/Sep		
Review eval design, develop instruments, collect base-line data (<i>Proj Coord, Evaluator, Sr Dir, E&R Dept.</i>)	--	Aug- May		

TASK/ACTIVITY (Person/Division Responsible)	Pre-Grant 2005-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Eval implementation (see evaluation timeline) (<i>Proj Coord, Evaluator, Sr Dir, Eval. & Research Dept.</i>)	--	Sep-Jun	Sep-Jun	Sep-Jun
School meetings to develop work plans (<i>Principals, Grant Teams, Sr Dir, MSAP Central Staff</i>)	--	Sep	Sep	Sep
Planning and coordinating staff training (<i>Proj Coord, Principals, Teachers, & Others</i>)	May-June (planning)	Jul-Jun	Jul-Jun	Jul-Jun
Develop/revise curriculum to meet diverse student students w/ emphasis on academic excellence/career prep (<i>Proj Coord, Grant Tchrs, Curriculum Writers</i>)	--	Jul-Jun	Jul-Jun	Jul-Jun
Meetings with District Magnet Advisory Committee to gather input & discuss needs/concerns (<i>Sr Director, Marketing Director, Recruiter</i>)	--	Jul-Jun	Jul-Jun	Jul-Jun
Annual recruitment plan development (<i>Sr Dir, Marketing Dir, Recruiter</i>)	--	Sep Oct	Sep Oct	Sep Oct
Receive magnet applications, hold lottery (<i>Growth Mgmt</i>)	--	Mar - Apr	Mar - Apr	Mar Apr
Completion of annual performance reports (<i>Sr Dir, Proj Coord, Evaluator</i>)	--	May - Jun	May - Jun	May Jun
Progress report to BOE (<i>Sr Director</i>)	--	Jun	Jun	Jun

6. A Sound Evaluation Plan: Beginning in the pre-grant period with the capture and organization of baseline data through the WCPSS Evaluation and Research Department.

evaluation activities occur in all three grant years and extend into the post-grant period to permit a final accounting of project outcomes. Evaluation activities are chiefly the function of the project evaluator and are overseen and supported by the WCPSS Evaluation and Research Department. This carefully structured plan—linking MSAP purposes and performance measures to Project Renaissance objectives, outcomes, and benchmarks—becomes the blueprint to be followed by the evaluator, the project coordinator, and site-based project personnel. Evaluation activities are thoroughly documented in the Evaluation Plan section; the reader is referred to this section for charts related to objectives, outcomes, performance measures, and data sources.

7. Budgeting and Accounting: Management and budgeting activities occur all year long in every year of the grant, but are especially important in the beginning and ending months of each year when budgets are being established and reconciled. The senior director of the Magnet Programs Office is the primary budget manager for Project Renaissance. Day-to-day management and budgeting activities are chiefly the responsibility of the project coordinator and bookkeeper but are completely supported and overseen by the senior director for magnet programs and the district’s Budget and Accounting offices. Management and budgeting are conducted in accordance with established policies and practices of the district as well as the federal government. Various management tools are available to staff, and the project coordinator, bookkeeper and evaluator will receive training in Microsoft Project, a software application that facilitates the management of complex projects.

8. Support from Community Stakeholders and Business Partners: WCPSS states in its vision for high school promotion standards: “A community of caring stakeholders will successfully work collaboratively with support from the broader community to ensure that every child educated in the WCPSS graduates on time, prepared for the future.” This statement reflects

the community's interest in maintaining high scholastic standards and its genuine concern that students have equal opportunities for success in its public schools.

In 2006, the citizens of Wake County voted to invest in a \$1.056 billion capital improvement program, \$970 million of which is funded by a school bond that will provide new schools for the tens of thousands of additional children projected to move into the county by 2010 and for much-needed renovation of existing facilities. This vote was part of a long history of Wake County support of its public education system and recognition of WCPSS's stewardship of public trust.

WCPSS enjoys strong support from local businesses and organizations. Many schools, especially middle and high schools, maintain active relationships with business partners through Business Advisory Councils that meet regularly with school representatives. Wake Education Partnership, Triangle Urban League, and Helping Hands Mission are just a few area organizations that provide assistance and support. Faith communities in the area organize recreational programs and provide tutoring and "homework clinics" for neighborhood children.

Project Renaissance will partner with many university and community groups to help students succeed in middle and high school. N.C. State University and Meredith College will provide speakers and volunteers to assist with the implementation of new programs. SRMHS will participate in N.C. State University's pre-college summer program. GMHS has the support of the North Carolina Museum of Art, the Center for International Understanding, and World View. The Garner Chamber of Commerce and the Garner Education Foundation are proactive in supporting schools in their community. EGMMS is collaborating in events sponsored by Burning Coal Theatre Company, the Center for International Understanding, and World View. EGMMS will also be participating in the WCPSS Mentor Training Program, WCPSS's "Understanding the Latino Culture," and activities sponsored by North Carolina's Society of Hispanic

Professionals and the Chapel Hill Institute for Cultural and Language Education.

280.31(a)(2)(ii) the effectiveness of its plan to attain specific outcomes ...

The **Evaluation Plan**, section 280.31(e), is designed to gauge the effectiveness of WCPSS's significantly revised magnet themes in attaining specific outcomes. The plan will measure the themes' success in bringing together students from differing economic, social, ethnic, and racial backgrounds and improving academic achievement for all students. The schools' effectiveness in offering expanded choice options for parents and students will be reviewed annually. Project schools will be expected to increase the number of classes taught by *highly qualified* teachers as defined by NCLB, and teachers at project schools will participate in high-quality professional development to support this objective. This initiative will build capacity to ensure that participating schools continue to operate successfully after MSAP funding ends.

The evaluation plan includes methods appropriate for the project and capable of measuring success in attaining specific outcomes, particularly goals for voluntarily desegregating project schools through increasing choices, building capacity of these schools to continue performing at high levels once funding has ended, and enabling all students to succeed academically. The plan will also provide data to address the Secretary's three nationwide performance measures. At the end of each year, performance reports to the U.S. Department of Education will describe the project's effectiveness in reaching its outcomes. Annual reports will be shared with appropriate central office and school-based staff members and administrators. In addition to this summative use of evaluation information, Project Renaissance staff and administrators will receive formative evaluation reports to enable them to identify successes and remedy existing problems.

The following management timeline gives an outline of tasks involved in the evaluation

process, persons responsible for completing these tasks, and projected times for implementation.

Table 06. Project Management Timeline: Evaluation Methods and Activities

Activity/Method (Responsible Staff/Division)	Year 1	Year 2	Year 3
	2007-08	2008-09	2009-10
Develop school and classroom observation checklists <i>(Evaluator)</i>	Sept.	Sept.	Sept.
Obtain 20 th -day enrollment data from Growth Management Department <i>(Evaluator, Principals)</i>	Sept.	Sept.	Sept.
Collect recruitment data from schools <i>(Evaluator, School Coordinators)</i>	Sept.-Feb.	Sept.-Feb.	Sept.-Feb.
Conduct school and classroom observations <i>(Evaluator, School Coordinators)</i>	Nov. & Mar.	Nov. & Mar.	Nov. & Mar.
Develop & revise parent/staff/student surveys <i>(Evaluator)</i>	Jan.	Jan.	Jan.
Administer/Analyze parent, staff & student surveys <i>(Evaluator, E&R Staff)</i>	Mar.-May	Mar.-May	Mar.-May
Obtain magnet application numbers and acceptances from Growth Management Department <i>(Evaluator, Growth Management Office)</i>	April/May	April/May	April/May
Review Core Team and Leadership Team agendas <i>(Evaluator, Project Coordinator, School Coordinators)</i>	April	April	April
Review professional development attendance, evaluations, etc. <i>(Evaluator, Project Coordinator, School Coordinators)</i>	April/May	April/May	April/May

Activity/Method <i>(Responsible Staff/Division)</i>	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Obtain official NC accountability system data file <i>(Evaluator)</i>	July	July	July
Analyze/disaggregate ABCs growth and performance composites <i>(Evaluator)</i>	July	July	July
Complete Annual Performance Report <i>(Evaluator, Project Coordinator)</i>	July	July	July

280.31(a)(2)(ii)(A) [Outcomes that] will accomplish the purposes of program;

Project Renaissance outcomes are matched to the six MSAP purposes, with objectives and strategies aligned to areas of need. This plan ensures that progress towards attaining these outcomes is carefully monitored and refinements and improvements are introduced throughout the three-year grant period as warranted to ensure continuous improvement.

Table 07. MSAP Statutory Purposes under NCLB and Project Renaissance Objectives

DESEGREGATION AND CHOICE	
MSAP STATUTORY PURPOSES	PROJECT RENAISSANCE OBJECTIVES
<p>Purpose 1: The elimination, reduction, or prevention of minority-group isolation in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools.</p>	<p>Objective 1: By June 30, 2010, as a result of the successful implementation of significantly revised magnet programs at the three MSAP project schools, WCPSS will have reduced minority-group isolation at SRMHS and EGMMS, and GMHS.</p>

<p>Purpose 3: The development and design of innovative educational methods/practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.</p>	<p>Objective 3: Throughout the MSAP project period (2007-10), WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase choice in public education in WCPSS.</p>
<p>BUILDING CAPACITY</p>	
<p>Purpose 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the school is terminated.</p>	<p>Objective 5: By June 30, 2010, MSAP-funded magnet programs at SRMHS, GMHS, and EGMMS will have improved WCPSS’s capacity to continue operating the three MSAP project schools at a high-performance level after Federal funding ends.</p>
<p>ACADEMIC ACHIEVEMENT OF STUDENTS</p>	
<p>Purpose 2: The development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State content standards and student academic achievement standards.</p>	<p>Objective 2: Throughout the MSAP project period (2007-10), significantly revised magnet programs at SRMHS, GMHS, and EGMMS will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic standards.</p>
<p>Purpose 4: Courses of instruction within magnet school projects that will substantially strengthen knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students attending such schools.</p>	<p>Objective 4: Throughout the MSAP project period (2007-10), significantly revised magnet programs at the three project schools will substantially strengthen students’ knowledge of academic subjects and applied learning skills needed for successful careers in the future.</p>
<p>Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high-quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.</p>	<p>Objective 6: Throughout the MSAP project period (2007-10), significantly revised magnet programs at the project schools will provide high-quality education to all students enrolled to enable students to succeed academically and continue with postsecondary education or productive employment.</p>

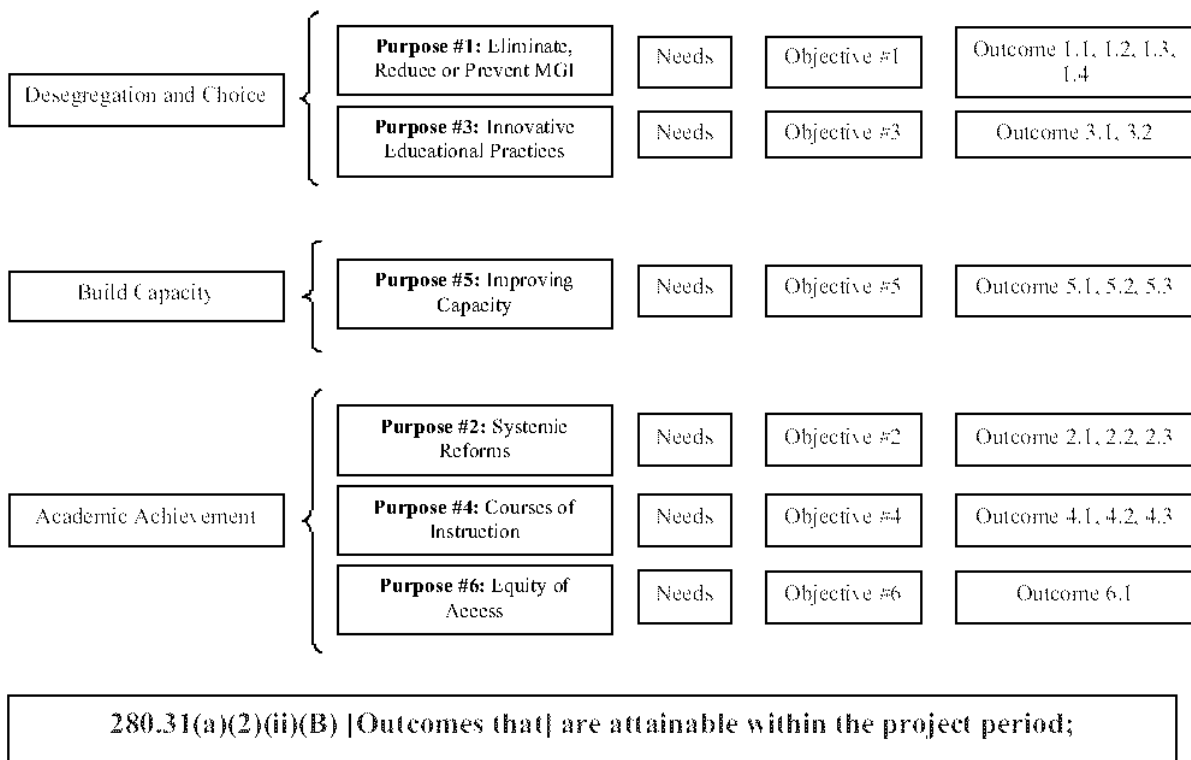
Using the **Plan, Do, Study, Act (PDSA)** cycle (from Langford's *Problemtunity Improvement Process*), this plan of operation build's upon a needs assessment that ensures its effectiveness to accomplish program purposes within the grant period. Outcomes are measurable, quantifiable, and benchmarked to guide progress in meeting these outcomes. The plan will utilize available resources to its objectives, and key personnel placed high in the organizational structure will guide its implementation. The PDSA cycle as it will be used in the implementation of this project consists of the following stages:

- This application results from extensive **Planning**. In spring 2006, a steering committee comprising magnet school program stakeholders began meeting regularly. Subsequently, an MSAP Task Group assumed leadership in preparing the MSAP application, involving stakeholders throughout the process and extending involvement to the community.
- The district has already begun **Doing** the work of accepting students for enrollment, supporting diversity in the learning environment, and increasing student achievement. Schools will be ready to offer significantly revised magnet school programs in 2007-08.
- All operations in this MSAP application will be carefully **Studied** per the MSAP purposes, objectives, and outcome measures. Clearly indicated quantitative measures will measure progress on the project outcomes; formative and summative evaluation processes provide for thorough documentation of project operations.
- Frequent assessment on progress towards project objectives provides a feedback loop for **Acting** upon continuous improvement. As data become available on progress made toward project outcomes, key personnel will act on this information to introduce refinements and improvements, beginning a new PDSA cycle of continuous

improvement. As this process continues, achievement of desired outcomes will be analyzed according to the six MSAP purposes and three performance measures.

The following figure provides a conceptual framework for MSAP’s statutory purposes, as well as a model that shows the connectedness of objectives, benchmarks, and outcome measures to statutory purposes. The project will have three major goals: desegregation and public school choice; building capacity to sustain magnet schools after federal funding ends; and improving academic achievement.

Figure 04. Conceptual Model Showing Relationship among MSAP Purposes, Objectives, and Outcomes



All outcomes are attainable within the project period. Outcomes established for each MSAP purpose are tailored to the situation and needs of students at each project school. For instance, a

desired outcome for GMHS is to *reduce* minority-group isolation, an achievable outcome given the attractiveness of the IB and integrated cultural arts theme. A desired outcome for SRMHS is to *reduce* minority-group isolation, as the 2006-07 percentage of minority students was 69%. The desired outcome at EGMMS is also to *reduce* minority-group isolation, as the percentage of minority students was 77% in 2006-07.

Whenever appropriate, outcomes are set in relation to baseline data from the most recent period, such as performance on EOG tests in the 2005-06 year, and the baseline on these outcomes will be reset with the most recent data available (e.g., performance on EOG tests at the end of 2006-07 as these results become available).

Outcomes are also attainable within the three-year performance period because all outcomes are incrementally calibrated for each year of the grant so that year-to-year progress is achievable and reported. Not all progress towards final outcomes is expected in the first year, nor is all progress towards final outcomes left to be accomplished in the last year.

Management tools in Project Renaissance ensure that outcomes are attainable within the project period. Operations in Project Renaissance are thoroughly planned, budgeted, managed, staffed, evaluated and supported in the school district and community at large. Data collection is ongoing throughout the year, and frequent data analyses provide ongoing feedback to project leaders, permitting course corrections, refinements, and improvements as necessary. With specific timelines established for ongoing internal data collection, evaluation activities, analyses of progress towards outcomes, and annual performance reports, progress towards outcomes is carefully monitored, permitting adjustments during the year as well as year-to-year.

Each Project Renaissance school will have the following outcomes as measured against their own baseline data from the 2006-07 school year. These realistic outcomes have been carefully

projected to allow each school to meet MSAP purposes while allowing each school to see each outcome as attainable within the project period. Most important, the fact that the three selected schools are the best possible candidates to participate in this MSAP proposal also supports success with attaining desired outcomes. The following lists show the expected outcomes at each school. Numbering of outcomes is aligned with numbering of the six MSAP purposes, and measurable benchmarks set for each outcome are provided in the Evaluation Plan. As the list indicates, the three MSAP performance measures are addressed in Outcomes 1.2, 5.1, and 4.1.

DESEGREGATION AND CHOICE

Outcomes

- 1.1: Reduce minority-group isolation;
- 1.2: Composition of applicant pool benefits reduction of minority-group isolation [**MSAP Performance Measure (a):** *The percentage of magnet schools whose student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates, or prevents minority-group isolation. The Secretary has set an overall performance target that calls for the percentage of magnet schools whose student applicant pool would have a beneficial effect on the reduction, prevention, or elimination of minority-group isolation in participating project schools to increase annually from a baseline established with magnet school applicant data from the first year of the project.*];
- 1.3: Minority group isolation at feeder schools not increased due to project implementation;
- 1.4: Applicant pool will increase annually over the three-year performance period;
- 3.1: Innovative educational methods and practices promote diversity; and
- 3.2: Innovative educational methods and practices increase choices.

BUILDING CAPACITY

Outcomes

- 5.1: Magnet schools continue to operate and meet State standards three years after grant [MSAP Performance Measure (c): *The percentage of magnet schools that receive assistance and that are still operating magnet school programs three years after Federal funding ends and the percentage of magnet schools that received assistance that meet State standards at least three years after Federal funding ends. The Secretary has set an overall performance target that calls for the percentage of magnet schools that are in operation and meet or exceed State standards three years after federal funding ends to increase annual from a baseline established three years after Federal funding ceases.*];
- 5.2: Teachers will implement magnet-related content and strategies; and
- 5.3: Classes will be taught by highly qualified teachers.

ACADEMIC ACHIEVEMENT OF STUDENTS

Outcomes

- 2.1: Significantly revised magnet themes will support the district's systemic reform efforts;
- 2.2: Schools will meet or exceed State achievement standards under AYP guidelines;
- 2.3: Reform-based curriculum will be finalized to reflect State academic standards;
- 4.1: Students from major racial and ethnic groups will meet AYP standards [MSAP Performance Measure (b): *The percentage of magnet schools whose students from major racial and ethnic groups meet or exceed their State's adequate yearly progress standard, in accordance with their State's plan required by section 1111 of the ESEA. The Secretary has set an overall performance target that calls for the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard to increase annually from a*

baseline established by participating schools' performance in the school year prior to the beginning of the project.];

4.2: Project schools will meet or exceed AYP standards;

4.3: Students achieving proficiency in core academic subjects; and

6.1: Students will participate and interact in diverse curricular activities and have equitable access to a high-quality education.

A number of elements were central to our selection of these 16 measurable outcomes, including staff and parent receptivity to significant revisions, an apparent increase in minority-group isolation at the schools (and, conversely, the need to improve the attractiveness of the programs for a diverse student population), and the need to improve student achievement at the schools. In addition to these considerations, the significant revisions planned for two of the project high schools are built upon the principals of high school reform currently being established throughout the United States. The revisions at the middle school level have also taken into consideration these reform principals as a means of helping students enter high school with a plan for being successful. For all of these reasons, SRMHS, GMHS, and EGMMS are well suited to attaining desired outcomes in Project Renaissance.

280.31(a)(2)(ii)(C) |Outcomes that| are measurable and quantifiable; and ...

Because of WCPSS's strong administrative structure and effective collaboration among departments, outcomes set for Project Renaissance are attainable within the project period. The sequenced set of benchmarks in the Evaluation Plan will also ensure that sufficient progress occurs each year to reach all outcomes by the end of the project's third year as evidenced by measurable and quantifiable data.

All Project Renaissance outcomes will be calibrated to baseline data from the 2006-07 school

year, aligned with the six MSAP purposes, and are measurable and quantifiable. In many instances, official WCPSS and N.C. Department of Public Instruction reports are the data sources for measuring progress toward project outcomes. Measurement instruments will include: test scores (e.g., state EOC and EOG tests), observations, checklists, attendance rosters, lesson plans taught, student demographics, curriculum units designed, student work products, teacher satisfaction surveys, community information sessions, staff development participation rates, parent surveys, and school Growth and Performance Composites in the state's school accountability plan.

Outcomes specific to each school are located in the Project Design. For further information on these outcomes, performances measures, benchmarks, data instruments and evaluation methodology used to assess the effectiveness of the project, also please see the Evaluation Plan section (Section 380.1(e)) of the proposal.

280.31(a)(2)(ii)(D) For multi-year projects, [outcomes that] can be used to determine the project's progress in meeting its intended outcomes;

Project Renaissance is a multi-year project that is thoughtfully staffed, budgeted, and evaluated over the three-year grant period to ensure adequate resources to achieve all intended outcomes. Every objective is carefully aligned with measurable outcomes in the evaluation plan to ensure that progress will be closely monitored and that projected levels to be obtained each year are achievable. Progress toward outcomes is tracked throughout the year and is assessed annually by the evaluator and grant coordinator. During performance reporting, benchmarks will be carefully examined to determine whether adjustments need to be made to correct the course of action. Evaluation as an ongoing

process will be meaningful to teachers and administrators through the use of formative, as well as summative, measures. Feedback to teachers is built into the process.

280.31(a)(2)(iii) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;

MSAP grant resources will be coordinated with state and local resources and aligned with systemic reform efforts, the North Carolina ABCs accountability system, MSAP performance measures, and national school reform initiatives. State and local funds will continue to support regular classroom teachers and specialists in magnet schools. Building maintenance and administration, textbooks, building renovations, and transportation are also funded by local and state taxes. The plan of operation is thoroughly aligned with the MSAP performance measures, as evidenced in this section and subsequent sections on Project Design and Evaluation Plan. Additionally, the plan of operation includes provisions for corrective action to implement refinements and improvements through careful monitoring of benchmarks that chart progress toward achieving the purposes of the MSAP grant.

Staff resources are appropriately matched to Project Renaissance requirements. These central and school-based personnel span the “depth” of the organizational hierarchy (from the superintendent, chief division officers, and area superintendents to school principals, teachers and staff at the school-level of the organization) and the “breadth” of the organizational hierarchy (across all major WCPSS divisions, departments, and offices). An extensive collection of resumes in the Appendix illustrates the many staff resources available to support Project

Renaissance across the depth and breadth of the organization. Staff resources that are centrally based complement those that are site-based, ensuring that overall operations are aligned with state and districtwide reform initiatives and also responsive to the unique situations at each school and needs of varied students at the schools.

Fiscal resources in this plan are also appropriately matched to project requirements. The district is currently committing considerable resources to project schools' facilities, equipment, and supply needs. Unique fiscal needs beyond the system's capacity, necessary for the successful implementation of this proposal and identified in the sections on Project Design, Quality of Personnel, Budget and Resources, and Need for Assistance, are thoroughly detailed in the Project Renaissance budget and justified in the budget narrative.

Along with staff and fiscal resources, key personnel in Project Renaissance are carefully matched to critical functions. A full-time **project coordinator** is responsible for overall implementation of Project Renaissance. This person reports directly to the senior director of Magnet Programs. Reporting directly to the project coordinator, a full-time **bookkeeper** will help manage the Project Renaissance budget. Also reporting directly to the project coordinator, a full-time **recruiter** for Project Renaissance will help ensure that the schools meet critical outcomes for reducing minority group isolation at Project Renaissance schools. The **evaluator** is another key central position in Project Renaissance. The evaluator's position is independent of the project coordinator and reports directly to the Senior Director for Program Accountability in the WCPSS Evaluation and Research Department. This independence ensures that evaluation activities are not influenced by programmatic operations, and the evaluator is positioned to make unbiased recommendations to the project leadership on refinements and improvements to operations. Also, being a part of the WCPSS organization ensures that evaluation activities are

fully supported by the many resources of the Evaluation and Research Department. Job descriptions for all MSAP-funded positions can be found in the Appendix.

Other key personnel positions include the school principal at each Project Renaissance school, members of each school's leadership and student support teams, and school-based positions funded in this MSAP proposal. Grant-funded positions are uniquely suited to the varied themes and programmatic strands at each Project Renaissance school. Roles and responsibilities of all grant-funded school-based personnel are fully explained in the next section, Quality of Personnel, and job descriptions for these positions are detailed in the Appendix.

280.31(a)(2)(iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science or technology courses, and disabled students; and

Equal access and treatment for all students in every school program, course, and activity is enforced through the district's antidiscrimination policy and Student Assignment Policy. The race-neutral Student Assignment Policy ensures that all students have the same opportunities to follow their interests and needs with the same opportunities for success.

Evidence of the district's commitment to equal access and treatment is found in its student assignment policies, procedures and practices, which apply to all WCPSS magnet programs, courses, and activities, whether the magnets are funded with federal MSAP funds or local funds. All WCPSS students are eligible to apply for magnet programs, and all parents are encouraged to apply for magnet programs for their children based on their children's interests and needs.

WCPSS is proactive in ensuring equal access and treatment for all students. District policies,

procedures, and practices satisfy the required Section 427 of the Department of Education's General Education Provisions Act (GEPA). With policy and practices in place, Project Renaissance is able to recognize potential barriers to equitable access to, and participation in, program activities. The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All WCPSS program strategies and curricula are inspected for these barriers. To the extent that these population groups may be identified as underrepresented in a specific program, the district proactively seeks to eliminate possible barriers to equal access and treatment that may prevent staff, students, and/or families from such access or participation in the federally funded project or activity.

WCPSS takes proactive measures to ensure that both male and female students have equal access to and treatment in all areas of school life, especially in courses or activities that are traditionally underrepresented by either of the sexes. Students are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Students participating in programs, courses, or activities that were traditionally underrepresented by one gender are encouraged and provided every possible avenue for success.

In January 2000, the board of education revised its student assignment policy, removing the race of the student from any consideration in student assignment decisions. This race-neutral policy ensures that all students have the same access to school programs and that all applicants to magnet school programs stand the same likelihood of being selected, regardless of race.

WCPSS's policies and practices ensure elimination of barriers to equal access because of national origin. With increasing numbers of culturally diverse families coming into Wake County, culturally diverse staff and students are becoming significantly more represented within

WCPSS. Steps are taken to ensure that all students are welcomed and have equal access and treatment in all school programs, courses, and activities and have every opportunity for success. The WCPSS Community Services Center and English as a Second Language (ESL) offices employ staff members who provide interpretation services for students with language barriers. WCPSS has established a highly reputable ESL program that now serves nearly 6,000 students a year and is expanding to accommodate the growing change within the student body.

As in all WCPSS magnet schools, Project Renaissance magnet programs are available to every student regardless of background, previous experience, gender, race, national origin, color, disability, or achievement level. There are no auditions, quotas, or test requirements for acceptance into any WCPSS magnet schools.

All project schools include components that address citizenship, global awareness, and community awareness. These programs are designed to increase interaction and understanding among students of different cultural, socioeconomic, racial, and ethnic backgrounds. These programs will give students access to the tools they need to meet grade-level expectations while enabling them to participate fully in all parts of the curriculum and facilitate their own learning. Teachers will be trained to connect subject-matter content to the world outside the classroom, ensuring that students will understand that they are citizens of the world.

The system maximizes the educational experience for all students through extensive staff training. As each school year begins, the district sponsors its Continuous Improvement Conference, bringing in such speakers as Grant Wiggins, Jay McTigh, Larry Lezotte, and Crystal Kuykendall. WCPSS administrative and select school staff attend the annual N.C. Department of Public Instruction's Closing the Achievement Gap Conference. Professional development planning in such topics as diversity and Ruby Payne's *A Framework for Understanding Poverty*

has already begun for teachers in the Project Renaissance schools.

WCPSS has a commitment to ensuring equal access and treatment to students with disabilities, and every effort is made to eliminate possible disability barriers within the schools' programs, courses, and activities. WCPSS adheres strictly to the provisions outlined in the Americans with Disabilities Act (ADA), as well as to the WCPSS antidiscrimination policy, which specifically states that no person shall be discriminated against because of a disability. The WCPSS Special Education Department serves students with special needs.

WCPSS takes proactive measures to ensure equal access and treatment to students in all programs, courses, and activities, regardless of age. This plan of operation ensures that age barriers are eliminated for traditionally underrepresented groups and individuals through the antidiscrimination policy of the district.

Among other possible barriers, academic proficiency is a possible example, and it is most significant that the district has never used academic examinations as an admission criterion for any of its magnet programs. This is true even for the Gifted and Talented magnet programs, in which all students are considered to have unique gifts and talents. In all of its application and recruitment materials for magnet schools, the district states that all students in the district are eligible for magnet programs and that no academic or performance standards, academic examinations, grade-point averages, or teacher recommendations are used in determining whether students are admitted to them.

WCPSS does not operate "schools within schools" in any of its magnet programs. Every student in the school has equal access to the magnet program. Although WCPSS has set a guideline for every school to have no more than 20% of its enrollment performing below grade level, this guideline is not a factor in the lottery selection process for individual students applying

to a magnet school program.

The district makes efforts to eliminate any factor that could result in under-representation due to the religious affiliation of students and/or families. School calendars are reviewed each year and adjustments made to accommodate major religious holidays to the extent possible.

Transportation can sometimes become a barrier to participation; however, within WCPSS, school transportation is provided to all students within the county via local funds. Because of the district's provision of transportation, students can choose to attend one of many magnet schools within the district, depending upon their acceptance.

WCPSS programs are evaluated by the Evaluation and Research Department and Project Renaissance evaluator, and the resulting analysis will determine whether a program is underrepresented by one or more of the GEPA factors of gender, race, national origin, color, disability, or age. If such a determination is made, the under-representation within the program, course, or activity is reported as part of the Project Renaissance evaluation. In this manner, project management can take all necessary steps to eliminate any under-representation that might have been discovered.

The Wake County Board of Education is committed to quality educational opportunities for all students, regardless of background characteristics, by providing each student an educational environment that enhances that individual's success. The board encourages all parents to play an active role in their child's education and seeks increased educational choices for parents and students in the public schools. The board provides settings for education that promote an understanding of diversity, positive character traits, and the tenets of democracy so that students can be successful citizens in a pluralistic society.

280.31(a)(2)(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

WCPSS has been a leader in promoting diversity by involving the community and taking advantage of opportunities to develop new magnet programs. With funding through this proposal, WCPSS will employ a full-time Project Renaissance recruiter, who will be devoted entirely to recruitment for the project schools and will work closely with these schools to convey to the public the innovative educational opportunities available to students who enroll in any of these magnet programs. The recruiter will be responsible for implementation of project marketing and recruitment strategies. With the establishment of new WCPSS magnet programs in recent years, the substantial increase of students enrolling in the district, and the number of new schools built or planned, marketing and recruiting staff are key to the success of healthy growth for WCPSS magnet schools. Working with the district's director of magnet marketing, the recruiter will meet the marketing and recruiting needs of Project Renaissance schools.

LOCALLY FUNDED MARKETING/ADVERTISING INITIATIVES

- Magnet Schools* magazine, published annually and posted on Web site;
- local media partnerships: PSAs about magnet schools distributed to all local outlets;
- Magnet Matters* newsletter, distributed monthly to visitors and prospective families;
- magnet flyers and posters distributed strategically throughout the community;
- magnet school displays in the WCPSS Welcome Center and Magnet Resource Center;
- the Magnet Resource Center, which houses Magnet Programs staff and provides the community with a single source of information; and
- Parent Liaison Committee discusses issues related to recruitment, marketing, transportation, and the application process.

RECRUITING EVENTS

- monthly information sessions held at the Magnet Resource Center;
- annual Magnet Fair hosts thousands of families each fall;
- evening information sessions held at non-magnet schools throughout Wake County;
- open-house sessions held at magnet schools prior to application deadlines;
- presentations at elementary schools, child-care centers, and preschools;
- displays at community fairs and festivals; and
- collaboration with real estate agents and relocation services.

PROJECT-SPECIFIC RECRUITMENT

In addition to annually recurring events conducted for all WCPSS magnet schools, the full-time MSAP-funded recruiter will enhance activities specific to Project Renaissance schools. Recruitment activities include obtaining information from WCPSS's Growth Management Department to identify areas of the county with residents whose school-age children are in transportation patterns for each Project Renaissance school. This recruiter will develop collaborations with WCPSS offices to take advantage of other advertisement and recruitment opportunities. The Project Renaissance recruiter will also work closely with a marketing firm to develop recruiting materials and promotional pieces. The recruiter will:

- organize a marketing team at each grant school;
- identify and implementing strategies for school promotion;
- assist Project Renaissance schools at information and open-house sessions and community presentations;
- advertise Project Renaissance school events on the magnet Web site;
- collaborating with staff from Project Enlightenment to provide parents information about

- Project Renaissance schools;
- work with WCPSS Community Services Department to conduct a media blitz of radio, TV, and newspaper outlets;
 - capitalize on WCPSS communication links: Web site, WCPSS’s “School Connection” television program, and online newsletter;
 - conduct recruiting/marketing workshops for Project Renaissance schools;
 - organize a direct mailing for Project Renaissance schools; and
 - train students to become tour guides.

Table 08. Three-Year Timeline for Major Project Renaissance Recruitment Activities

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
Year-round	Support year-round activities at the Magnet Resource Center (MRC)	MSAP Recruiter	√	√	√
Jul	Develop & distribute bid invitations to public relations marketing firms	Recruiter, Purchasing Office	√		
Jul	Develop/distribute bid for video/PSAs	Recruiter, Purchasing Dept.	√		
Jul-Aug	Award marketing firm contract	Purchasing	√		
Jul-Aug	Award video/PSA contract	Purchasing	√		
Aug	Update magnet Web site	Recruiter, Webmaster	√	√	√
Aug-Sep	Develop &/or refine brochures and information flyers	Recruiter, marketing firm	√	√	√
Aug-Sep	Organize Magnet Fair planning sessions	Recruiter	√	√	√
Aug-	Publish/distribute monthly <i>Magnet Matters</i>	Recruiter	√	√	√

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
May	newsletter				
Sep-Feb	Conduct monthly information sessions for parents at MRC	Recruiter	√	√	√
Sep-May	Present to various civic/service groups	Recruiter	√	√	√
Sep-May	Participate in mtgs with Magnet Parent Resource Committee	Recruiter	√	√	√
Sep-Oct	Develop/refine comprehensive marketing and recruitment plans with project schools	Recruiter and marketing firm	√	√	√
Sep-Oct	Produce videos and PSAs	Recruiter and video firm	√	√	√
Oct	Media blitz advertising the magnet fair: paid advertising and news releases	Recruiter, marketing firm, WCPSS Comm. Dept.	√	√	√
Oct	Prepare & mail info re: magnet fair to preschools and child-care centers	Recruiter	√	√	√
Oct	Distribute magnet fair posters to libraries, bookstores, children's stores, etc.	Recruiter, WCPSS magnet school coordinators & staff	√	√	√
Oct-Dec	Prepare/mail magnet packets to realtors	Recruiter	√	√	√
Nov	Magnet Fair	Recruiter	√	√	√
Nov	Design Project Renaissance school postcards for direct mailing	Recruiter, WCPSS Print Shop	√	√	√
Dec-Jan	Ads for local papers, TV, radio. Submit PSAs & news releases re: app. deadline.	Recruiter	√	√	√

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
	open houses, and info session schedule				
Jan	Interviews with local TV to promote project schools recruiting activities	Recruiter, WCPSS Communications Dept.	√	√	√
Jan	Postcard direct mailing for Project Renaissance recruiting activities	Recruiter, marketing firm	√	√	√
Jan	Distribute open-house/info session flyers to K-11 students. Update Web info.	Recruiter	√	√	√
Jan	Distribute applications to all schools	WCPSS Growth Mgmt	√	√	√
Jan & Feb	Conduct countywide info sessions at preschools and child-care centers	Recruiter, WCPSS Project Enlightenment	√	√	√
Jan & Feb	Conduct countywide evening recruitment sessions in targeted schools	Recruiter, MSAP Proj Coord WCPSS Magnet Dir	√	√	√
Jan & Feb	Conduct daytime open-house sessions in project schools	Recruiter, principal, and school staff	√	√	√
Feb	Accept magnet applications to Project Renaissance schools	WCPSS Growth Mgmt	√	√	√
Mar	Survey & evaluate Project Renaissance schools recruitment strategies	Recruiter, MSAP Evaluation Specialist, marketing firm	√	√	√
Apr	Notify parents of acceptance to Project Renaissance schools	WCPSS Growth Mgmt	√	√	√

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
Apr & May	Analyze magnet apps response to Proj Renaissance progs & target any needed areas of improvement	Recruiter, WCPSS Magnet staff, WCPSS Growth Mgmt	√	√	√
Apr & May	Create new marketing plan for Project Renaissance schools	Recruiter	√	√	√
Jun	Refine & begin preliminary activities	Recruiter	√	√	√
Quarterly	Participate in Magnet Advisory Committee meetings	Recruiter	√	√	√

WCPSS will monitor its promotion and recruitment efforts throughout the application period to determine the success of its strategies in attracting students from diverse backgrounds to each magnet school and will implement additional strategies during the application period if it determines that it is not attracting diverse applicants to a school or schools.

280.31(b) Quality of Personnel

280.31(b)(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

The following text provides an overview of the quality of personnel who will support and implement Project Renaissance. This section will 1) describe the qualifications of both the project coordinator and the senior director for magnet programs and will list additional grant-funded and district-funded personnel who figure prominently in the success of the project, including their professional backgrounds and educational experience; 2) describe the qualifications required for program-based positions, including school principals and central administrators who will support Project Renaissance; and 3) describe the teachers who serve in WCPSS magnet schools, demonstrating the pool of highly qualified candidates for grant-funded positions at Project Renaissance schools.

The next part of this section describes board policy on nondiscriminatory employment practices. The final part describes rigorous teacher-recruitment initiatives that demonstrate the system's ongoing commitment to excellence in the teaching profession.

280.31(b)(2) The Secretary determines the extent to which—

280.31(b)(2)(i) The project director (if one is used) is qualified to manage the project;

PROJECT DIRECTOR/COORDINATOR

Tasha Haynes Cárdenas is a most qualified candidate for **MSAP project coordinator (grant funded)**, charged with supervision of project planning and implementation. If appointed, Ms. Haynes Cárdenas will report to the senior director of magnet programs.

Ms. Haynes Cárdenas attended Bryn Mawr College, receiving a B.S. degree in psychology. She earned a master's degree in international education development at Columbia University Teachers College in 1998 and became a WCPSS magnet recruiter. She is well qualified to perform the duties of the demanding role of Project Renaissance coordinator. Ms. Haynes Cárdenas has a broad knowledge and understanding of WCPSS magnet programs. She has participated in the development of three MSAP proposals and has been extensively involved in implementing two of these projects over a period of seven years.

Ms. Haynes Cárdenas has directed magnet fairs that have drawn large crowds of parents to browse through displays and make connections with school personnel. Under her direction, many school and district magnet publications have been made available to the community. She assumes much of the responsibility for maintaining the WCPSS Magnet Resource Center, preparing displays and materials for the public. She plans and implements strategies to recruit students and inform families about educational choices. Among these strategies is the careful monitoring and continuous updating of the magnet page on the WCPSS Web site.

Ms. Haynes Cárdenas has represented WCPSS's magnet program at national conferences and conducted workshops on magnet school recruitment and marketing. Her commitment to diversity and to educational opportunities that foster meaningful interaction among students and contribute to WCPSS's overall strength is strong and keenly focused. Ms. Haynes Cárdenas has extensively researched magnet student populations, designed strategies to reach those currently not well represented, and developed and implemented comprehensive marketing plans for magnet schools. She has established a magnet parent advisory group, coordinated activities to inform and engage community, parents, and students, and implemented broad-based strategies and monitored recruitment results that are reported to WCPSS staff and the school board.

Because of her overall understanding of and far-reaching experience with magnet programs in Wake County and nationally, Ms. Haynes Cárdenas is well suited for the role of project coordinator. (b)(4) of her time will be devoted to **Project Renaissance administration**, which includes managing the budget, providing leadership to project schools, overseeing appropriate training for school staffs and site coordinators, communicating with school administrators, and interpreting federal guidelines.

280.31(b)(2)(ii) Other key personnel are qualified to manage the project:

CENTRAL ADMINISTRATIVE PERSONNEL WHO WILL MANAGE/SUPPORT THE PROJECT

As noted in the plan of operation, **Dr. Kenneth Branch, senior director of magnet programs (district-funded)**, has primary responsibility for implementing WCPSS magnet programs in grades K-12. The senior director oversees the daily operation of 36 magnet schools and coordinates services to these schools from all divisions in the organization. **Approximately (b)(4) of Dr. Branch's time will be devoted to Project Renaissance management.**

Dr. Branch's qualifications include a bachelor's degree in education from the University of North Carolina at Chapel Hill, a master's degree in educational administration and supervision from N.C. State University, and a doctorate in educational leadership from N.C. State University. He is certified in school administration by the state.

Dr. Branch's experience in education spans a progression of professional roles, including teaching at the middle and high school levels, serving as assistant principal at two middle schools, leading elementary and middle schools as principal, and directing magnet programs for a large urban/suburban school district. He began his career as a teacher at the Universal American School in Kuwait from 1976 to 1979, when he was appointed director of the Pre-

academic Program for Fulbright Grantees at The American University in Washington, D.C. He then managed operations of the U.S. Committee for UNICEF for five years. In 1985, he began work as development officer for the N.C. School of Science and Mathematics in Durham. Dr. Branch began his service as a school administrator in 1992, first as assistant principal and later as principal at schools in Granville and Wake counties in North Carolina

From 1995 to 2006, Dr. Branch helped develop and open a very successful program at Centennial Campus Magnet Middle School located on the campus of N.C. State University. He developed and implemented exceptional staff training in curriculum integration, differentiation of instruction, and collaborative school culture. Centennial's program has become a model for a school-university partnership and incorporates involvement from each of the ten colleges of the North Carolina State University system. He has presented the concept of developing school-university partnerships and creating collaborative school cultures at national conferences.

As an educator, Dr. Branch has firsthand experience with desegregation issues. He was a high school junior in 1970 when the courts determined that the black high school in his hometown, Rich Square, North Carolina, was to be integrated. This decision resulted in the movement of all of the white students who lived in this small eastern North Carolina town from the larger consolidated high school to the smaller black high school. As events transpired and "white flight" took hold, he became one of eight white students in his 1972 graduating class of 65 students. This experience moved him to take summer jobs working for the local development association, which employed primarily minority youth in public agencies.

Throughout his career as an educator and administrator, Dr. Branch has been committed to equity, excellence, and diversity in schools. He served as assistant principal in an inner-city magnet school from 1993 to 1995 and magnet school principal from 1999 until 2006. In his

current role as senior director of magnet programs, he is able to apply considerable knowledge and experience to the support, development, and revision of WCPSS's magnet schools.

Dr. Roger Regan is a leading candidate for **evaluation specialist (grant-funded)** for the MSAP project. He is well qualified to assume this role, having served as WCPSS evaluator for all magnet schools since 2004. The evaluation specialist for Project Renaissance will report to the assistant superintendent for the Evaluation and Research Department, ensuring objectivity and independence from the magnet staff. He will direct the evaluation and monitoring of school progress toward desired outcomes and will be responsible for all performance reports due to the U.S. Department of Education. He will observe schools, collect data, and prepare annual reports. The evaluator will implement a comprehensive evaluation design discussed further in the Evaluation Plan of this proposal.

The evaluation specialist will devote (b)(4) of his time to Project Renaissance. The evaluator must have training in qualitative and quantitative data analysis, as well as a proficiency in program evaluation. This position requires experience and training in theory development, applied research, and classroom assessment. The evaluator will collect data on student achievement and assess, synthesize, and interpret these data for a variety of audiences. He will also assist schools in using assessment results and evaluations to improve student performance.

Dr. Regan earned a Ph.D. in public policy at George Washington University in 2002. Before accepting a position with WCPSS he was an instructor at Wake Technical Community College, teaching English as a second language. He continues his work at Wake Tech on a part-time basis. His first position in WCPSS was a senior administrator for evaluation and research, with responsibilities including annual reports on student achievement in the district; data analysis support to schools; and assistance to schools implementing Project Achieve, an initiative

designed to boost achievement among elementary and middle school students.

Dr. Regan's current responsibilities as Magnet Programs Office senior administrator for research and evaluation include conducting research and data analyses to support the district's 36 magnet schools (e.g., application trends, student enrollment demographics, and student achievement results), evaluating the performance of magnet schools receiving federal discretionary grants, and making presentations to various audiences regarding the role and impact of magnet schools. He received extensive training in the evaluation of education programs in summer 2005 and has presented at many national conferences and district events on topics that range from managing and using data for magnet programs to the academic benefits of balanced schools. He is well qualified to perform the role of MSAP evaluator because of his expertise in gathering and analyzing data, observing and summarizing programs, and evaluating and producing reports regarding federal programs implemented in magnet schools.

The accurate fiscal accounting of all transactions related to the MSAP grant is a continuous process and remains the primary responsibility of the **bookkeeper/budget analyst (grant-funded)**. **Sylvia Lucas** has served in this capacity (most recently for all magnet programs—district funded) for the past 11 years. **The bookkeeper/budget analyst will devote (b)(4) of her time to Project Renaissance** and will play a key role in maintaining project quality and integrity. She will take first notice of any questionable purchase requests and alert the project coordinator and budget manager so that appropriate judgments may be made and school personnel notified. Keeping balanced books and accurate records is essential to smooth implementation of the project. The bookkeeper/budget analyst will monitor the flow of funding from initial award to final reporting and accountability.

Ms. Lucas's background and excellent work record have contributed to her ability to carry

out her duties as bookkeeper/budget analyst. Her experiences include positions as secretary at J.P. Stevens; owner/operator of Halifax Restaurant; customer support technician for Branch Banking and Trust Company; bookkeeper and lead secretary for Northwest High School in Halifax County, North Carolina; and administrative assistant for commodity supplemental foods in the Halifax County Agricultural Extension Service. In recent years she has worked for the Magnet Schools of America (MSA) and managed registration for all national MSA conferences.

In the role of bookkeeper/budget analyst, Ms. Lucas has consistently handled the large volume of work required to meet the needs of staff members, school-level coordinators, and administrators. Ms. Lucas has taken advantage of training to enrich her knowledge and skills. She is a problem solver and takes initiative to search out resources until solutions can be found. She maintains positive communication with the departments of budget, purchasing, receiving, and accounting to keep records correct and up-to-date and to comply with all district, state, and federal guidelines. Ms. Lucas also trains project school personnel to help them keep accurate records of all grant-funded expenditures and inventories of equipment and materials.

Kirsten Justice became WCPSS's **senior administrator for the International Baccalaureate (IB) Programme (district funded)** in 2006. She oversees IB implementation at three high schools, three middle schools, and three elementary schools—eight of which are already authorized by the IB Organisation. The IB Middle Years Programme (MYP) at EGMMS and GMHS will be supported and enhanced by their cultural and integrated arts themes, which will be significantly revised in Project Renaissance. **The senior administrator for the IB Programme will commit b)(4) of her time to Project Renaissance** and will play a key role in overseeing development of IB concepts through the new arts curriculum initiatives.

The IB director will work collaboratively with faculty and administration to plan and

implement strategies for fostering schools' interest in pursuing the IB programs. Strategies to date have included sending teachers to introductory IB seminars, providing onsite training delivered by the senior administrator, and offering training by IB consultants from authorized schools or the North American IB Organization. The senior administrator works with school coordinators regularly, both as a resource for information and as a mentor for coordinators who face daily questions and concerns from faculty.

Ms. Justice is well versed in IB's organization, structure, concepts and programs, having served as IB MYP coordinator at Broughton High School prior to accepting the position in central administration. She is skilled at translating IB content and pedagogy into digestible language and coaching faculty in IB instructional methods and best practices. She coordinated mandatory MYP monitoring in all subject areas and promoted MYP team leaders within the faculty. She wrote IB drama curriculum and implemented it on five levels and trained new teachers in the inquiry method. At one WCPSS magnet school, Ms. Justice organized and implemented a national model for the 10th-grade IB Personal Project, and she turned the school's initial negative reaction to the Personal Project into a positive, exciting "rite of passage."

Ms. Justice's educational background includes having studied the French language at the Sorbonne, University of Paris, France. She holds a B.A. in English from Carleton College in Minnesota and studied at the Goodman School in DePaul University in Chicago. She obtained her teaching certificate at Elizabeth City State University in North Carolina.

Tamani Anderson Powell has been **director of magnet marketing, communication, and research (district-funded)** for six years. She develops relationships with local businesses and community agencies, creates marketing materials community presentations, works with school-based committees to create individual marketing plans, researches marketing and recruitment

venues, conducts magnet seminars for principals and teachers, works with the HR Department to market magnet schools to prospective teachers and to support new teachers in magnet schools, and serves as magnet liaison to other departments. **The director of magnet marketing, communication, and research will commit [b)(4)] of her time to Project Renaissance.**

Ms. Anderson Powell holds a B.A. in sociology from Meredith College and an M.A. in educational administration from N.C. Central University. She was an officer in the Association for Black Awareness, student tour guide, student leadership team representative, and charter member of the African American Alumnae Association. Ms. Anderson Powell strengthened her professional development at WCPSS by training in subjects such as 4-Mat Learning Styles, team teaching for special programs, inquiry learning, brain-based teaching and learning, *Framework for Understanding Poverty*, and workshops devoted to instructional technology.

Ms. Anderson Powell taught in the Communities in Schools program, helping implement a plan for working with at-risk students to encourage community and parental support. She later became assistant principal at a WCPSS middle school. She coordinated the Community-Based Accelerated Learning Centers (CBALC) program for the district's 1998-2001 MSAP grant, during which time she worked with teachers to develop and implement a grant-funded intersession program connected with year-round schools that focused on children who needed enriched, well-structured, out-of-school learning activities to help them succeed in school.

Ms. Anderson Powell's marketing expertise will be valuable in presenting the project schools' revised programs to the public. She will work with school-level coordinators and administrators to strengthen the project schools' reputations, "curb appeal," and overall attractiveness, increasing the awareness of families who may take advantage of these high-quality academic programs.

Margaret Henderson serves as **director of magnet curriculum (district funded)** for all WCPSS magnet schools. Curriculum development for the MSAP schools is of utmost importance to the success of Project Renaissance and ultimately to the achievement of goals set for all WCPSS students. **The director of magnet curriculum will devote ^{(b)(4)} of her time to the support of Project Renaissance.**

Ms. Henderson received a master's degree in early childhood education and K-12 reading from Meredith College in 1985. Her professional development, as evidenced by her state and district experiences, includes training in *Wake County Literacy Assessment*, diversity, curriculum mapping, *Wake County Mathematics Assessment*, constructivist theory, the inquiry approach, authentic assessment, brain-based learning, understanding poverty, and other topics. She figured prominently in the production of the first course electives in the original 11 WCPSS gifted-and-talented magnet schools established in the early 1980s. Her reputation for creative and relevant curriculum development has grown over time.

Ms. Henderson was previously the instructional resource teacher at Hunter Gifted and Talented Magnet Elementary School. Her focus was to implement the N.C. Standard Course of Study (NCSCS) within the magnet theme. This background in the hands-on shaping of magnet curriculum resulted in increasing Ms. Henderson's knowledge and skills as they now apply to development and supervision of curriculum taught in all WCPSS magnet schools.

Ms. Henderson will play a key role in shaping curriculum for all project schools. Her expertise in reviewing, revising, and evaluating curriculum written for project schools will be critical in meeting high expectations and complying with state standards for all grade levels and subject areas. She will train teachers, oversee curriculum writing, and assist in all planning stages as schools progress toward full implementation.

Table 09 is an overview of personnel responsible for Project Renaissance administrative leadership and support. Individuals currently employed by WCPSS who are candidates to be hired for grant-funded positions will be replaced in their current district role with new hires, so that MSAP funding will supplement and not supplant school district funds and operations.

Table 09. Project Renaissance Administrative Leadership and Support

Position	Name of Suggested Staff	Time and Effort to Project Renaissance
Senior Director	Kenneth Branch	District-funded (b)(4) of time to Renaissance
Project Coordinator	Tasha Haynes Cárdenas	Grant-funded (b)(4) of time to Renaissance
Evaluation Specialist	Roger Regan	Grant-funded (b)(4) of time to Renaissance
Bookkeeper/Budget Analyst	Sylvia Lucas	Grant-funded (b)(4) of time to Renaissance
Senior Administrator for IB Programme	Kirsten Justice	District-funded (b)(4) of time to Renaissance
Director of Magnet Marketing, Communication, and Research	Tamani Anderson Powell	District-funded (b)(4) of time to Renaissance
Director of Magnet Curriculum	Margaret Henderson	District-funded (b)(4) of time to Renaissance

SITE-BASED POSITIONS LOCATED IN PROJECT SCHOOLS

As noted earlier, the unique nature of each project school requires personnel with a variety of

job roles. Yet there are common threads that run through the project that support the overall concept of expanding opportunities for student success. The requested positions demonstrate careful thought by school teams and administrators who have developed a framework for program implementation. The district will employ highly qualified teachers trained in applying best practices and focused on providing paths to success for all students.

The following table shows the distribution of grant-funded, site-based personnel throughout Project Renaissance. Individuals currently employed by WCPSS who may be hired for grant-funded positions will be replaced in their current district role with new hires, so that MSAP funding will supplement and not supplant school district funds and operations.

Table 10. Site-Based, Grant-Funded Positions for Project Renaissance

Position Title	GMHS	SRMHS	EGMMS	Time/Effort to Project
Site Coordinator (for program theme)	√	√	√	100% grant-funded
Technology Coordinator/Teacher		√	√	100% grant-funded
Spanish Teacher	√			100% grant-funded
Dance Teacher	√			100% grant-funded
Visual Arts Teacher	√			100% grant-funded
Network Administrator		√		100% grant-funded
Site-Based Translator/Hispanic Community Liaison			√	100% grant-funded
French Teacher			√	100% grant-funded

The text that follows identifies each site-based, grant-funded position requested and a

qualified candidate who may fill that position. WCPSS has a pool of capable and competent staff, experts in their fields, who qualify for these grant program roles. Job descriptions for all grant-funded positions are located in the Appendix.

Site Coordinator: Southeast Raleigh Magnet High School (SRMHS): Qualified candidate **Joan Brannon** has been an asset to SRMHS since its inception in 1997 when she served on the magnet planning committee. Among her many contributions to the creation of this magnet school was the cooperative planning and design of the academic coaching program, which has been one of the school's most successful features. She currently directs the technology program and manages a team of six staff members to provide quality service for students and faculty. Her accomplishments include developing and implementing an effective acceptable-use policy for use of technology by students and staff, leading an initiative for a Baldrige-based school improvement plan, modeling quality principles and practices in the classroom, planning and delivering quality staff development in the administrative and instructional uses of technology, and implementing and managing projects that offered technical college and online technical courses at SRMHS.

Ms. Brannon is exceptionally qualified to assume the role of project coordinator. She graduated from Duke University with an A.B. in history and an M.Ed. from the University of North Carolina-Greensboro. She taught English in the Peace Corps in Afghanistan from 1969 to 1971. Since that time, she has been a teacher, librarian/media specialist, instructional technology resource teacher, MSAP site coordinator for a previous grant, and director of technology (school-level). Because she is a dedicated and seasoned educator, Ms. Brannon has been involved in nearly every facet of continuous improvement at SRMHS for the past ten years.

Site Coordinator: Garner Magnet High School (GMHS): Qualified candidate **James Martz**

is a talented professional with vast experience in the arts and in teaching students of all ages, kindergarten through college. Mr. Martz holds a B.A. in psychology from DePauw University and an M.F.A. in theatre from the University of Georgia. He has served as drama teacher, associate professor of music and theater, director of plays and musicals, scenery and costume designer, and production manager of a metropolitan ballet company. A member of several arts organizations, Mr. Martz is abreast of developments and new talent in the field. WCPSS has been fortunate to employ Mr. Martz, first as a creative dramatics teacher for grades 3-6 and most recently as drama teacher in a GT magnet school.

Mr. Martz has demonstrated his communication and organization skills as he designed and implemented a statewide touring schedule for recruitment and promotion of arts programs. He established production budgets and tour surveys and negotiated contracts for multicity tours of a major dance company. As further testament to his superior communication skills, Mr. Martz has conducted several training workshops in such areas as computer and Internet use. He served as an MSAP coordinating teacher for three years under a previous grant. As site coordinator at GMHS, Mr. Martz would be a valuable asset in the implementation of this significantly revised program that involves integrating cultural arts into essential areas of the high school curriculum.

Site Coordinator: East Garner Magnet Middle School (EGMMS): Qualified candidate **Katherine McDaniel** has a strong academic background, with a B.S. in sociology and an M.A. in library science and information studies. She is currently pursuing a graduate degree at N.C. Central University. Her work experiences include serving in the reference and research library area for several colleges at well-known universities. From 1996 to 1998 she worked as research librarian for IBM Corporation in Research Triangle Park, North Carolina. Most recently she has served as media coordinator at EGMMS.

Ms. McDaniel has had several opportunities to supervise the implementation of grants. She has been the grants administrator for Arts Across Africa (funded through United Arts Council), Birthday Boxes for Kids Café (funded through N.C. Department of Public Instruction), and East Garner Community Service Day (funded through N.C. Department of Public Instruction Serve and Learn grant). Her commitment to continuing her professional growth is evident in the many workshops to her credit. Among these are training in differentiated instruction, IB MYP, applications of instructional technology, paideia seminar, and “conversations in diversity.” Ms. McDaniel is an excellent candidate for the position of site coordinator at EGMMS.

Technology Coordinator/Teacher: SRMHS and EGMMS: Qualified candidate **Debora Bray** has served as a technology consultant to individuals, school faculties, and school systems, and is a WCPSS expert in using multimedia applications for instruction. The district was fortunate to employ Ms. Bray as a computer resource teacher in a traditional school and later as an instructional technology teacher at Powell Magnet Elementary School. She has worked as technology coordinator in two previous MSAP projects.

Ms. Bray holds a master’s degree in instructional technology from N.C. State University and was awarded a graduate student Certificate for Outstanding Teaching and a practicum scholarship from Alpha Delta Kappa. An observation of her classroom reveals that Ms. Bray understands students and applies her knowledge and talents in the delivery of the curriculum while engaging students with interesting learning activities. As a CIT and technology teacher, Ms. Bray will be an asset in training SRMHS staff, technology teachers, and faculties in the other two project schools as well as in engaging students in countless uses of technology.

Network Administrator: SRMHS: Qualified candidate **Erika Woodard** has been a school-level technology facilitator for nine years and a district-level instructional support

technician/network administrator for four years. She has provided appropriate assistance in installing and maintaining networks in schools, helped teachers and school administrators accomplish their tasks, assisted teachers in designing engaging technology-rich lessons, and answered technical “distress calls” promptly.

Ms. Woodard is no stranger to grant implementation, having been an instructional technology coordinating teacher under a previous MSAP award. She is a talented, versatile, and gifted teacher of adults and children. Her content-area strengths are math, science, Spanish, and technology. She has capitalized on her artistic talent and training, extending her expertise to graphic arts and Web design. Her recent studies of professional learning communities have energized her desire to help staff use data to support higher student achievement.

Ms. Woodard has participated in the planning and implementation of one new elementary school and one new middle school. Certified to teach grades K-12, she has taught at all public school levels, as well as community college. She has modeled and team-taught technology-infused lessons, provided desktop and network technology support, wired schools for computer networking, designed original multimedia and printed training materials, and built school technology programs based on educational needs of the population. She is an excellent candidate for the network administrator position.

Spanish Teacher: GMHS: Qualified candidate **Laurie Toreson** has taught for 19 years and is currently a Spanish teacher at Panther Creek High School. Ms. Toreson mentors first-year teachers, is a National Board Certified teacher, serves as a National Board coach, and facilitates discussions on National Board Certification and world languages. She has served as a volunteer translator for the police force and the Red Cross and established her school’s International Ambassadors group.

Ms. Toreson's supervisor said of her: "She exhibits a thirst for learning that she easily passes on to students. She maintains high expectations for all and is rarely disappointed. She has an outgoing and lively personality that endears her to all who know her." Ms. Toreson has the credentials, the experience, and vision to be a top candidate Spanish teacher at GMHS.

Dance Teacher: GMHS: Qualified Candidate **Cindy Hoban** was named 2004 National Dance Educator of the Year by the Association of Athletics, Health, Physical Education, Recreation and Dance. She has been teaching for more than 26 years and is currently the dance instructor at Leesville Road High School. She previously served as dance teacher and arts department chair at Moore Square Museums Magnet Middle School. She has an in-depth understanding of the magnet concept.

Ms. Hoban has a variety of experiences that enrich her abilities as a dance educator. She has pioneered the use of computer technology in dance education and live performance. She is a leading innovator and strong advocate for integrating dance and the other arts with core disciplines. She has mentored student teachers, primarily from Meredith College, where she also teaches dance education courses. She has been guest choreographer for musicals at N.C. State University and Meredith College. Ms. Hoban is a top candidate for GMHS dance teacher.

Visual Arts Teacher: GMHS: Qualified candidate **Dr. Karen Thorsen** has taught at a gifted and talented magnet middle school for the past 16 years and previously taught at several colleges. She earned a master's degree from New York University and a Ph.D. from the University of Pennsylvania, and received postgraduate training at the Getty Center for Education in the Arts in Ohio. Other related experiences include teaching Learning through the Multiple Intelligences, Celebration of Mountain Writing, Bridging Cultures, and Interdisciplinary Approaches to Artistic Motivation.

Dr. Thorsen has received many distinguished and coveted awards, as have many of her students. She has the skills and teaching talent to perform well as the visual arts teacher. She has a varied background of excellence in her field, has authored many publications, and has been featured in countless art exhibitions. Her experience leading workshops for other teachers ensures that she will be able to share her knowledge and expertise and model the integration of cultural arts into all areas of the curriculum.

Site-Based Translator/Hispanic Community Liaison: EGMMS: Qualified Candidate **Carol Moore** has taught in WCPSS schools for the past 31 years, serving in a variety of capacities in several different schools. In 1994, she became Spanish specialist at Joyner Magnet Elementary School, emphasizing Spanish fluency and usage in a dual-language program. She helped her entire staff become more “Spanish literate” and encouraged an atmosphere of acceptance and understanding of Hispanic/Latino students.

The key position of translator and liaison requires that the candidate be bilingual and biliterate in Spanish and English and have an understanding of Spanish-speaking cultures. A top responsibility will be to articulate the goals and needs of the significantly revised program to Spanish-speaking families. This person will not only be expected to work with teachers and provide workshops in “survival Spanish” but also will be responsible for coordinating cultural events and working with Wake County’s growing Hispanic/Latino community.

Ms. Moore’s background and education have prepared her well to become site-based translator and Hispanic/Latino community liaison. In the late 1960s she served as a U.S. Peace Corps volunteer in Uruguay and Colombia. She undertook extensive instruction before her term of service as well as during her residency in the host countries. Under the auspices of the Peace Corps and California State University, Ms. Moore took graduate courses in Latin American

culture and Spanish language. She took additional graduate courses in Spanish conversation, grammar, and the history and culture of Mexico at the North Carolina Governor's Language Institute and attended a second Governor's Language Institute course in Ecuador, focusing on Spanish immersion. Ms. Moore's studies also include courses at Fayetteville State University in Spanish language, history of Ecuador, and Quechuan language and culture.

Not only is Ms. Moore a valuable asset to WCPSS but she also is a benefit to her community. She frequently serves as a translator in parent/teacher conferences, student registration, and matters involving discipline. Ms. Moore is a volunteer for the KAIROS Prison Ministry and works with residents at the North Carolina Correctional Center for Women, a group with a high percentage of Hispanic/Latino and African-American residents. She was language services manager for the Special Olympics in 1999. Ms. Moore's life experiences, her understanding of cultures other than her own, and her commitment to community service make her an ideal candidate for the position of site-based translator/Hispanic community liaison.

French Teacher: EGMMS: Qualified candidate **Karen Vertreese** is currently foreign language department chair at Leesville Road High School. She has National Board Certification in French and received the 2004 North Carolina Chapter American Association of Teachers of French Teacher-of-the-Year award. Earlier in her career, Ms. Vertreese received an AATF scholarship to attend the Language Institute in Avignon, France. She began her work as an educator in 1962 by attending the University of Kansas Language Institute in Barcelona, Spain. Since 1980, she has been a WCPSS French and Spanish teacher at middle and high school levels, written curriculum for higher-level French courses, and been active at the both district and state levels by developing foreign language education standards.

Ms. Vertreese served as evaluator for the Southern Association of Colleges and Schools.

Other significant positions include: chair of the Department of Foreign Languages at Leesville High School, MAT student representative on the University of North Carolina-Chapel Hill Master of Arts Teaching Programs Advisory Committee, NC-AATF vice president, Teacher of the Year award coordinator, AATF president, and NCCIU annual fund award recipient to participate in the N.C. Center for International Understanding's 2000 Global Study program for educators. She is an excellent candidate for the grant-funded French teacher position at EGMMS.

MAGNET SCHOOL PRINCIPALS IN PROJECT SCHOOLS

The principals of the three project schools are seasoned administrators who are qualified to implement MSAP objectives and capable of implementing unique magnet themes. Each principal has more than five years of experience in school-site administration. All have been trained in intergroup relations, Covey's *Principle-centered Leadership*, the Baldrige quality-management system, and diversity issues. Each possesses experience in curriculum development and coordination of in-service training programs. They are district instructional leaders responsible for day-to-day operations of their schools and for administering various district initiatives.

Beulah Wright, Principal of Southeast Raleigh Magnet High School, has served as a school administrator for the past 14 years. She holds a master's degree from the University of North Carolina-Wilmington and is state-certified as a school administrator, curriculum instructional specialist, mentor, and a secondary chemistry and mathematics teacher. Before becoming principal of SRMHS, she was principal of Wakefield Middle School, which opened as a new school in 2000. At Sanderson High School, Ms. Wright was assistant principal for eight years, managing student and staff supervision, discipline, teacher evaluation, interviewing and hiring teachers, student activities, scheduling, and budget.

Ms. Wright is recognized throughout Wake County as an excellent instructional leader. She

has had extensive experience as an administrator, facing the challenges of school reform, technology integration, conflict resolution, curriculum development, block scheduling, and community ownership. She is dedicated to the success of magnet programs in the district and will commit much of her time and energy to implementing the MSAP project in her school.

Michael Holton, Principal of Garner Magnet High School, is no stranger to the Garner community, having previously served three years as principal of EGMMS —another Project Renaissance school. He led EGMMS through its transition to a magnet school and its adoption of the IB Middle Years Programme in 2003. He chaired the school leadership team and promoted the school as an IB magnet in the community, which at first was reluctant to embrace this new concept. Mr. Holton recruited teachers and encouraged students to support the goals of the WCPSS Board of Education’s Healthy Schools Policy. Mr. Holton ensured that staff received IB training by planning for and obtaining school funds for staff development.

Mr. Holton earned invaluable experience in a magnet high school environment at Enloe High School, where, as assistant principal, he was responsible for transportation; scheduling; athletics; science, health, and physical education departments; teacher recruitment; the parent-teacher-student association; and extra-duty positions and coaches. His reputation in WCPSS is outstanding, and the relevant experiences he brings to the task of managing a large high school are indeed noteworthy. Among these experiences are facilities leadership training, IB training for leaders of schools, quality tools instruction, Advancement via Individual Determination (AVID) implementation, data analysis for school administrators, leading a federally grant-funded project, creation of Professional Learning Communities, and implementation of a Wachovia Grant-funded program of “Shared Leadership.” Mr. Holton’s vision, leadership style, and devotion to students make him a model for principals and aspiring administrators throughout the county.

Cathy Williams, Principal of East Garner Middle School, brings to the position experience as an assistant principal at Enloe Magnet High and Ligon Magnet Middle schools. She had previously held positions as school-to-career coordinator in central administration and career development coordinator and marketing education teacher in two WCPSS high schools.

Ms. Williams believes in continual growth in her field and places value in achieving the highest levels of professional credentials. She is currently enrolled in the WCPSS Doctoral Cohort Program, pursuing studies for the Ed.D. in educational administration and supervision, and holds Master of School Administration and Master of Science degrees. Ms. Williams' professional development activities include the Leadership Program for Assistant Principals, a component of the Principal's Executive Program, through which she received the coveted Academic Excellence Award. She attended Wake Leadership Academy and studied the Dufour model of collaborative learning, conflict resolution, and the Langford Quality Learning Seminar.

Her wide range of experiences make her well suited to implement the significantly revised magnet program at EGMMS. She has been a curriculum writer and a test-bank contributor for the N.C. Department of Public Instruction, and other work includes organizing countywide workshops and professional development activities; managing the School-to-Career Program budget; and working with principals, teachers, and central staff to promote school-to-career activities.

All three principal positions are district-funded. As the administrative leader at each Project Renaissance school, these principals will in effect be devoting b)(4) of their time and effort to the success of their school and implementation of Project Renaissance.

OTHER CENTRAL ADMINISTRATORS WHO WILL SUPPORT THE PROJECT

Other personnel who will contribute significantly to the effective management of the project

include district administrators in the central services organization. The district has in place a structure that assures coordination and management of all aspects of magnet programs. The overall responsibility for effective operation of magnet programs ultimately rests with the WCPSS superintendent.

Dr. Del Burns, Superintendent, WCPSS, began his career as a teacher and rose from the ranks to become the 7th superintendent of WCPSS in 2006. His vision is that every child educated in WCPSS will graduate on time prepared for the challenges of the 21st century. He has established four strategic directives tied to that simple, yet fundamental focus:

1. A great school system begins with a **focus on teaching and learning**. Burns illustrates the idea with three points of a “triangle of success” for every child: *results*, *relationships*, and *processes*. *Results* (or student achievement) come from learning. *Processes* and *relationships* support teacher and student through exemplary teaching, meaningful learning, and a sense of community that engages all members of the education community.
2. The next directive is **retaining, recruiting, and training high-quality employees**. This involves ensuring that all employees— from administrators to child nutrition workers to teachers to specialists— have the information, training, and other resources they need to do their jobs effectively.
3. The third directive is to **develop and maintain systems and organizational structures to support schools, ensure accountability, and engage the community**. High-quality employees need a high-quality organizational structure and business practices that are consistent, fair, manageable, and efficient. One of Burns’ first actions as superintendent was to establish a Leadership Team, which allows WCPSS to respond to changes.
4. The fourth directive is **expanding the focus on fiscal accountability**. His newly appointed

Chief Business Officer and Chief Academic Officer will work together to align financial resources to goals and ensure that every child is successful.

Two of the district's six area superintendents, the assistant superintendent for evaluation and research, and the senior directors of magnet programs, grants administration, growth management, and curriculum and instruction oversee and evaluate activities at project schools. Their leadership is critical to project success because they are the strategic link between schools and central staff. More text describing the qualifications and résumés of central administrators, as well as charts that demonstrate their background in education and percent of time they will commit to Project Renaissance, are located in the Appendix.

Lloyd Gardner is area superintendent for 26 WCPSS schools, including GMHS and EGMMMS. He is well acquainted with magnet schools and the importance of their role in maintaining a healthy school system. Mr. Gardner served as a school administrator for a total of 13 years, most recently as principal of Enloe Magnet High School. Under his leadership, Enloe won many honors, including the coveted Ronald Simpson Distinguished Merit Award (2000), tapping Enloe as the top magnet school in the nation.

In October 2003, WCPSS named Mr. Gardner Principal of the Year. His peers have recognized him as an outstanding and gifted administrator who has led his school, the school district, and the state for the betterment of education. He has served on the Governor's Task Force on Schools of Excellence and on Wake County's study of the National Association of Secondary School Principals' "Breaking Ranks Report" on high school structures. He continues to believe in shared leadership, promoting collaboration, site-based decision making, and empowerment of teachers. He encourages visionary thinking that is student-focused and data-driven to ensure continuous improvement. Mr. Gardner encourages his principals to cultivate a

school climate that values individual strengths, instills ownership, and nurtures perpetual growth.

Julye Mizelle has served as area superintendent for the region that includes SRMHS since 2003. Her career as an educator spans almost 39 years, 28 of which have been in service to WCPSS as teacher, teacher mentor, assistant principal, principal, and area superintendent. In addition to her duties as an administrator for the district, Ms. Mizelle serves as adjunct professor for the School of Education at Meredith College.

Ms. Mizelle's credentials include an M.Ed. in elementary education, mentor certification, completion of the Capital Area Writing Project, and the Principals' Executive Program. Ms. Mizelle has continuously acted upon her belief that educators must grow professionally and remain abreast of emerging issues. Among the many courses in staff development to her credit are Principals as Technology Leaders, the Langford Quality Learning Seminar, NASSP Assessment, Professional Learning Communities at Work, and diversity training. She is a member of the Meredith College Teaching Fellows Advisory Council, Phi Delta Kappa, and the Board of Governors' Triangle Leadership Academy.

It is difficult to quantify the time and effort that these two area superintendents will contribute to Project Renaissance, yet there is no question that their involvement will be significant, especially in light of the importance that WCPSS places on its extensive network of magnet schools.

280.31(b)(2)(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools;

WCPSS functions effectively because of its 15,717 high-quality full- and part-time school-based employees. Its work force personnel are 17% male and 27% minority. Of WCPSS's 9,856 professional staff, 39% hold graduate degrees. As of December 2006, more than 1,100 WCPSS

teachers have earned certification from the National Board for Professional Teaching Standards, more than any other school district in the U.S.; 54% of these have graduate degrees.

WCPSS serves a community with high expectations for its teachers and its schools. For this reason and because of growing concern about teacher shortages, Wake Education Partnership, a nonprofit advocacy group, formed the Wake Task Force on Teaching Excellence, comprising a broad-based group of stakeholders. The task force is charged with developing a plan for advancing teacher quality. In January 2001, the task force published *All for All: Teacher Excellence for Every Child*, focusing on quality teaching in public schools. This report influenced work in teacher leadership by Wake Education Partnership and WCPSS. In March 2005, the task force released *Recruit, Retain, and Respect*, a report with recommendations for recruiting and retaining high-quality teachers (available at www.wakeedpartnership.org).

WCPSS's *Quality Matters*, issued in 2006, concludes that "most of the community's attention in 2006 centered on constructing schools and adding seats for new students. The Quality Matters committee recommends that the district refocus its attention in 2007 on what occurs inside the classroom: How successful are our students? What should we be doing to strengthen teaching quality? How well are we as a community funding the needs of our schools?" Project Renaissance will help WCPSS achieve this refocus.

The reports above were designed to renew a focus on improving teacher quality. These reports summarized current initiatives supported by the WCPSS administration, such as the Wake Leadership Academy and the Kenan Fellows for Curriculum and Leadership development. In January 2006, Wake Leadership Academy expanded to become Triangle Leadership Academy, offering professional development opportunities for educators in Wake County and surrounding school districts. The academy provides teachers, assistant principals, principals, and

district leaders with intensive leadership training in managing school reform and setting high academic standards to increase effectiveness in their classrooms, schools, and community. The Kenan Fellows Program is an innovative model that promotes teacher leadership, addresses teacher retention, and advances K-12 science, technology and mathematics education. The program selects public school teachers through a competitive process to participate in a prestigious two-year fellowship while remaining in the classroom.

Teachers at the three project schools have expertise in their disciplines, skills in curriculum development, and experience with instructional programs that promote desegregation. They have participated in training designed to increase achievement of diverse learners. Cooperative learning strategies, character education, and diversity are examples of frequently selected modules. School staff receive training in assessment measures as they relate to state ABCs and federal NCLB accountability systems. Administrators will continue to ensure that teachers are experienced in curriculum development and become master teachers in their subject areas/levels.

WCPSS school staffs are well aware of the need to provide equal access and treatment for all students, especially groups that have been traditionally underrepresented. They have undergone training in various teaching styles that strengthen education for all students, including females, members of minority racial and ethnic groups, and students with disabilities. Many of these teachers have participated in diversity training sessions and conferences, such as the North Carolina Closing the Achievement Gap Conference. They have increased their awareness, knowledge, and skills through systemwide workshops, such as Multiple Factors Affecting Student Achievement and Performance. These opportunities help WCPSS teachers and administrators to provide equitable opportunities and foster nonbiased attitudes.

WCPSS teachers represent the best and brightest, as evidenced by district, state, and national recognition received throughout the school system each year; the district's teaching force includes more than 1,000 National Board Certified teachers. Further proof of WCPSS's effective teaching force is in the high number of academic contests and scholarship winners among students. Teachers in the WCPSS exhibit impressive educational backgrounds, highly professional behavior, and consistent quality instruction in the classroom.

280.31(b)(2)(iv) The applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

Board Policy 3010 requires the Wake County BOE to provide all applicants with equal employment opportunities. In addition, the policy mandates that current employees receive training, compensation, promotion, and other attributes of employment without regard to race, color, religion, national origin, sex, age, disability, or citizenship status, except where sex, age, or physical requirements are essential occupational qualifications. All candidates are evaluated on their merits and qualifications for positions.

The board recognizes the educational and professional advantages of racial, gender, and cultural diversity within the makeup of employees who serve students. Therefore, it is committed to an employee recruitment program that results in a staff that reflects the racial, gender, and cultural diversity of its student population and the Wake County community overall. Further, WCPSS is mandated to take positive steps to recruit qualified disabled individuals. The superintendent is required to report annually to the Wake County BOE on the progress made in adhering to this policy. **It should be noted that WCPSS's hiring policies and procedures**

satisfy the requirement for section 427 of GEPA enacted as part of the Improving America's Schools Act of 1994 (PL 103-382).

One of the BOE's goals is to recruit and retain a high-quality work force. An aggressive recruitment program has been established to increase the number of well-qualified minority candidates employed in the district.

- District recruiters visit every minority campus in North Carolina and recruit on most minority campuses in the Southeast. The system sends recruiters to large consortium events in the Northeast, such as the NYC Minority Expo.
- WCPSS advertises job openings and its presence at minority job fairs in national magazines that have large minority readerships, such as *Pathways* and *Teachers of Color*. The system also advertises in the *Central Intercollegiate Athletic Association* publication, with the expectation that it will increase exposure to minority persons.
- WCPSS has strong partnerships for student teacher placement with nearby historically African-American universities, such as Shaw, Saint Augustine, and N.C. Central.

The state of North Carolina supplements efforts to recruit minority teachers in a number of ways. The North Carolina Public School Forum administers a state-funded Teaching Fellows Program, which awards four-year scholarships to outstanding high school seniors entering teacher education programs in North Carolina colleges and universities. WCPSS works cooperatively with the North Carolina Public School Forum and serves as one of the selected sites for teaching fellows to visit. The system hosts a group of freshmen teaching fellows for a discovery tour and orientation session and also hosts two weeklong orientation sessions for teaching fellows in their junior year.

Recruitment efforts include two systemwide teacher recruitment fairs that each attract

approximately 3,000 teaching candidates and annual district representation at more than 200 recruitment fairs throughout the U.S. Qualified applicants are offered early contracts to ensure recruitment of the most skilled and competent candidates. These efforts increase the pool of prospective teachers from which magnet school principals can select highly qualified personnel.

To increase the pool of qualified applicants even further and retain existing highly qualified teachers, WCPSS has added two additional job fairs. One is targeted specifically toward teachers wishing to transfer from one school to another; the second is held specifically for lateral entry candidates and provides information and resources to simplify their entry into the profession.

Along with recruitment of North Carolina Teaching Fellows, the state offers a scholarship that provides substantial loans to teacher assistants seeking a teaching license. The loan may be paid back through teaching in North Carolina. WCPSS also provides tuition reimbursement funds for teacher assistants and teachers who are earning their licenses or building upon their qualifications. WCPSS will pay for Praxis tests for teachers earning their highly qualified status or choosing to add additional areas of certification to their licenses.

280.31(b)(3) To determine personnel qualifications the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

Leaders and teaching staff in key roles described above all bring to the project an array of training, skills, and knowledge in magnet school programs and operations. They possess expertise in developing specialized curriculum and a wide range of experience in successfully desegregating educational settings across the country. Together, they represent many decades of qualified leadership.

WCPSS's diversity plan was crafted for the system with the guidance of former Superintendent William McNeal, 2004 National Superintendent of the Year, and has been carried forward under the capable leadership of Dr. Del Burns. Since 1995, the plan has provided direction for progress in assuring commitment to diversity and equitable access to academic programs. WCPSS delivers systemwide training for employees on key themes such as valuing diversity, understanding poverty, raising achievement and closing achievement gaps, working with English-language learners, conflict resolution, gang awareness, professional learning communities, equity programs, and early intervention to ensure school success.

Superintendent Burns began his career as a WCPSS teacher working with special-needs children. He recalls that with the help of family, friends, and colleagues, he gradually became an educator who learned to teach, learn, and lead. Dr. Burns has been part of WCPSS's history since the county and city systems were merged in 1976 to begin the task of voluntary desegregation. He saw the birth of magnet programs and watched them multiply. Throughout his career, assuming roles as school administrator and system administrator, he has experienced new calendars, new partnerships, national recognition, constant change, and challenges that the district faced.

Dr. Burns believes that systematic improvement holds more promise than "quick fixes." He believes in focusing on fundamentals that allow the school to serve *all* children more effectively. His vision is to have every student graduate on time and prepared for the future, and he has the patience to nurture successful strategies and initiatives over the long run to realize that vision.

WCPSS leadership takes seriously the district's commitment to encourage diversity. Administrators and teachers readily take advantage of training opportunities in diversity awareness and the multiple factors that affect student achievement and performance. They have learned that socioeconomic status and racial isolation are contributing factors to achievement

gaps. The focal point in current training is to raise the understanding that achieving the system goal— *“By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by N.C. EOG or EOC tests, and all student groups will demonstrate high growth”* – will require higher rates of academic growth among groups of students who have historically been less successful in school. Staff development includes learning about intervention/prevention methods that work with children and make connections between cultural context and achievement. One notable improvement in WCPSS staff development is emphasis on increasing teachers’ cultural competence to ultimately close achievement gaps.

The majority of WCPSS’s leaders have years of school-based experience in traditional, magnet, and alternative school settings. In most cases, these educators began their careers in the classroom and progressed through the ranks, acquiring a broad perspective of educational needs. Most have cumulative teaching and administrative experience in more than one certification area. They have demonstrated leadership skills in training and program development. Their understanding of curriculum development gives them a considerable grasp of curriculum concepts and appropriate applications for scaffolding learning experiences. Résumés in the Appendix show that many have designed curriculum strategies to meet specialized student needs.

Many of these leaders were involved in the earliest efforts to develop desegregated school settings. Their experiences form a continuum of past and current efforts and give them a sophisticated understanding of the complexities of implementing an effective desegregation plan.

280.31(c) Quality of the Project Design**(1) The Secretary reviews each application to determine the quality of the project design****SCHOOL REFORM**

In view of 21st-century demands, students need a variety of skills to manage life successfully in a global community and work force such as working in teams, problem-solving, using technology, and making presentations. Skills like these require schools to construct new learning environments that include innovative delivery systems and relevant instructional tools and resources. A very different infrastructure and program focus must be established to equip students to meet future challenges.

What is the profile of the 21st-century high school graduate? How will schools and educational programs prepare students for living and working? Educators are faced with such questions in the midst of rapid societal changes, explosion of information, globalization of human interactions, and transformation of the work force and careers. Questions like these serve as a catalyst for comprehensive school reform and are viewed as pivotal to Renaissance project schools' success in equipping all students with essential knowledge and skills.

Appropriate responsiveness to rapidly changing needs will require bold innovation in instructional programming, teaching methodologies and practices, and learning environments. Renaissance project schools strive to remain distinct and in the forefront of innovative instructional programs to meet challenging demands. These schools will build a strong program for a diverse student body that will continue operating at a high performance level long after the grant period ends. The school administration will provide appropriate opportunities for staff that meet NCLB criteria for high-quality professional development. By recruiting, hiring, and

training highly qualified teachers, the schools will be leaders in educational programming that link learning and teaching with 21st-century study and work.

The Renaissance project will arm students with enduring learning skills that will enable them to adapt to the rapidly changing 21st-century marketplace and the increasing fluidity of information systems. To be a productive 21st-century adult, the student must be able to pose appropriate questions, access information, engage in ongoing decision making, communicate effectively, and connect apparently disparate ideas within a 21st-century context. The ability to network, use the resources of others, and refine one's own information-seeking skills will be critical to surviving economically and personally. In other words, students attending Project Renaissance schools will be comfortable in engaging in anytime-anywhere learning to ensure success in future life and work.

ALIGNMENT OF MSAP PURPOSES WITH PROJECT NEEDS, OBJECTIVES, AND OUTCOMES

The project design is grounded in a comprehensive needs assessment, conducted first at the level of the entire district, and second at the level of the individual schools selected for Project Renaissance. At the district level, there is a significant need to adjust and revise the alignment of the magnet school offerings, especially at the high school level. With the building of new schools, it is becoming more imperative that magnet themes remain innovative and unique in order to compete with the traditional but newer schools. For instance, at SRMHS, the current theme of technology and leadership competes with the newer schools that are being built which have all the latest technology. High school applicants that are interested in working with the latest technology will choose to attend their neighborhood school if the technology there is comparable to that being offered at a magnet school. And, the IB theme at GMHS currently

stands in the shadows of an IB theme at another magnet high school in the district; one that has been an IB magnet school for many more years, thus making it difficult for GMHS to adequately attract students. Most high school applicants interested in the IB programme prefer to apply to the school that has been offering IB longer. Significant revisions to the magnet themes at SRMHS and GMHS, as outlined in the project design, are intended to delineate and strengthen unique offerings that these schools can provide students and parents and will improve the schools' magnet draw. Similarly, implementation at EGMMS, the newest IB MYP in the district, lags behind the two other magnet middle schools that offer the IB theme. With both of these IB middle schools being more established than EGMMS, the IB theme at EGMMS needs significant revision if it is to offer a uniquely designed IB program comparable in its magnet draw to the other established IB middle schools in the district. Also, including EGMMS in the Project Renaissance proposal will provide additional support to GMHS since many students who attend EGMMS will continue the IB MYP at GMHS.

At the level of these three schools, the needs assessment is reflected in the three major goals established in this proposal: Desegregation and Choice, Building Capacity, and Academic Achievement. Associated with the goal for desegregation and choice are sets of needs pertaining to reducing minority-group isolation, increasing the applicant pool, ensuring that minority-group isolation at feeder schools is not impacted, and implementing innovative educational methods that will promote diversity. Associated with the goal to build capacity are identified needs pertaining to highly qualified teachers, significant revision of magnet-related content and strategies, and sustaining program operations after grant funding ceases. Associated with the goal to improve academic achievement are identified needs pertaining to students success based on state and federal accountability standards, including all sub-population groups.

The needs identified at the district and school level are aligned with the six MSAP purposes. Moreover, project objectives and measurable outcomes have been matched to each of the MSAP purposes and needs that have been identified.

OVERVIEW OF PROJECT DESIGNS FOR THE INDIVIDUAL SCHOOLS

The following text describes the project design for each of the three schools, beginning with SRMHS, then GMHS, then EGMMS. The text provides each school's mission statement, background and unique needs; the school's project objectives and measurable outcomes matched to the six MSAP purposes; and an articulation of the significant revision to the school's magnet themes and program strands. The project designs also describe how each school will promote desegregation, increase interaction among students, improve student academic achievement, address the educational needs of students, carry out a high-quality educational program, and encourage greater parental involvement.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL:**Center for Leadership and Technology****MISSION STATEMENT**

The Southeast Raleigh Magnet High School will prepare all students to assume leadership roles in their local, state, national, and international communities. The school will exemplify best practices and utilize current and emerging research on leadership and technology, teaching 21st-century content in a 21st-century context. Through continuous reflection of their personal goals, students will pursue unique post-secondary opportunities, plan and attain "multi-option" career goals, and nurture an entrepreneurial spirit ... creating leaders for tomorrow's communities.

Learner Goals:

- To use technology as a tool for learning, communicating, and work;
- To value lifelong learning that supports continued intellectual, physical, and social development;
- To interact cooperatively and collaboratively with others in a variety of real-life opportunities;
- To develop creative and critical thinking skills, including decision making, problem posing and solving, inquiry techniques, and perspective analysis;
- To understand and use 21st-century tools to access information, solve problems, and communicate in effective and appropriate ways within a global community;
- To assume leadership roles in tomorrow's communities; and
- To create and manage communication and technology tools for work, learning, and leisure.

BACKGROUND AND NEEDS STATEMENT

Background: Southeast Raleigh Magnet High School (SRMHS) was built in 1997 as part of an urban renewal effort in Raleigh and has been a driving force behind growth in southeast Wake County. Southeast Raleigh High School Center for Accelerated Studies opened in July 1997 with a magnet theme of math, science and technology. Unique features of the school then were:

- Promoting the study and interest in math and science;
- Incorporating advanced technology into all aspects of the instructional program;
- Work-related experiences through apprenticeships, internships, and tutor/mentor programs;
- State-of-the-art technology in every classroom: 560 student workstations and 150 teacher laptops;
- Network with email accounts for all students and staff; and
- A requirement that seniors present a research project as a requirement for graduation.

The establishment of the magnet school in a predominantly African-American neighborhood was accompanied with accolades from all stakeholders. However, over the past 10 years, a burgeoning minority enrollment at the school has resulted from growth in WCPSS's minority populations (now close to 46%), recent Hispanic/Latino migration to the area, growth of affordable housing that has attracted minority families, and SRMHS's becoming the "school of choice" for many middle-class African-American families throughout Wake County.

SRMHS is a high-profile school tasked with creating an equitable and challenging learning environment for a diverse student population. SRMHS's minority enrollment has grown from its original enrollment of less than 45% to its current 68.8%, the highest high school minority percentage in the district. The FRL percentage at the school has increased steadily, and at 25%.

is above the district high school average of 20%. This year's freshmen class, 73% minority, illustrates a persistent trend that has resulted in SRMHS's becoming an increasingly racially isolated school unable to attract the diverse student population that has been its strength.

SRMHS originally opened as the Center for Accelerated Studies for Math, Science, and Technology and featured cutting-edge technology and technology application courses that were offered nowhere else in the district. However, after a few years, technology enhancements were taking place at all high schools in the district and new schools were outfitted with the newest technology features, forcing SRMHS to update its theme and offer a new set of unique features. Although support for WCPSS magnet programs remains strong, SRMHS has seen a decline in the number of applications from nonminority students.

Presently, the school operates as Southeast Raleigh Center for Leadership and Technology Magnet High School. Its unique features include technology integration in all curricular areas, electronic portfolios for demonstrating student progress, seven career-focus learning communities, and completion of a senior project prior to graduation. Faculty use of technology as an instructional tool rather than simple window-dressing is still a unique feature. However, these features have not allowed SRMHS to maintain the healthy balance of demographic groups that the school once experienced.

As the first WCPSS high school to offer block scheduling, SRMHS used an innovative instructional calendar to attract students interested in accelerating their learning and completing graduation requirements early. However, the opening of several newer high schools—all of which offer the attractive block schedule and have more modern facilities, the latest technology, and competitive course menus—has had a dramatic impact on SRMHS's magnet draw. The current features, once unique, are now standard for high schools across the school system.

Despite its innovative, student-centered concept, 29% of students at SRMHS tested below grade level on N.C. End-of-Course (EOC) exams in 2005-06. The school did not meet the state's expected growth standard, nor did it make AYP in 2005-06, meeting 19 of its 21 targets goals.. SRMHS faces increasing challenges related to eliminating achievement gaps between minority and nonminority students. State data show that while 89% of white students had passing scores on the EOC tests, only 60% of black students had passing scores.

Needs Statement: SRMHS opened 10 years ago with cutting-edge technology and infrastructure when other high schools had few computers of any kind. With the opening of additional high schools and a systemwide initiative to bring technology to existing schools, SRMHS can no longer lay claim to being the district's technology leader. The school is not able to recruit students and parents with the romance of sheer numbers of workstations in classrooms.

The SRMHS magnet program has become less attractive over the years. The school once drew 75% of its population from students throughout the county who were interested in the school's focus on mathematics, science, and technology. The current composition of the applicant pool for SRMHS no longer represents the district's demographics, and the applicant pool has the highest percentage of minority applicants of all WCPSS magnet schools (67% compared to a districtwide average of 54%). Applications have been in a steady decline for four consecutive years. The number of applications has decreased by 37% over the past four years, the greatest decline among magnet schools. To fulfill the promises of its magnet theme and attract students, SRMHS must once again establish itself as the district's premier instructional technology innovator.

SRMHS must also prepare students for 21st-century demands with leadership, collaboration, problem-solving skills, and technology fluency. As professional environments transition from the

19th-century factory model—which favored rote skills, rigid working hours, and hierarchies over teamwork—to a flexible, ever-changing 21st-century digital culture, so too must the educational environment at SRMHS transform to prepare its students for a global information age and knowledge creation. Current and future employers expect job seekers to possess a broader range of competencies, including leadership and organizational skills. Even employees in entry-level positions are expected to demonstrate problem-solving and decision-making skills. SRMHS needs to significantly revise its leadership and technology program to focus on teaching students how to learn, how to think, and how to apply new techniques to any problem or challenge.

SRMHS must implement research-based programs that increase student achievement and assist students in tracking their progress. SRMHS struggles each year to meet federal AYP measures. SRMHS’s significantly revised version of the Center for Leadership and Technology will engage students in the classroom, with an emphasis on the 21st-century skills: *rigor, relevance, and relationships*.

PROJECT OBJECTIVES

The objectives that **Southeast Raleigh Magnet High School** intends to achieve through its significantly revised magnet theme are listed in the text that follows. Each objective is related to one of the six MSAP purposes. Each objective contains specific, measurable outcomes that SRMHS is committed to attain by the end of the project. Annual benchmarks for each objective, provided in the evaluation section, have been developed to guide schools in reaching their intended performance levels for each year of the project. Summative evaluation information will be provided to the U.S. Department of Education at the end of each year to describe the level of success in meeting annual benchmarks and present plans for improvement when benchmarks are not met. Formative evaluation of strengths and weaknesses in meeting particular objectives will

be discussed regularly with participating schools and central office magnet staff. This will allow timely identification and correction of problems as well as efficient reinforcement and replication of successful approaches. The Evaluation Plan provides complete information on the evaluation procedures, data sources, data collection processes and benchmarks. It also identifies data analysis and reporting methods that will be used to evaluate the project.

PURPOSE 1: The elimination, reduction, or prevention of minority-group isolation (MGI) in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the U.S. to achieve voluntary desegregation in public schools

MSAP Objective 1: As a result of the successful implementation of significantly revised magnet programs, WCPSS will have reduced minority-group isolation at the three project schools.

WCPSS Outcome 1.1 a: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at **SRMHS** to 65.6% of the student population.

WCPSS Outcome 1.2 a: By June 30, 2010, as a result of successful implementation of the significantly revised program at **SRMHS**, a student applicant pool will have been recruited whose racial/ethnic composition has a beneficial effect on reduction of MGI at SRMHS and provides data for the Secretary's student applicant pool performance measure. (**MSAP**

Performance Measure (a))

WCPSS Outcome 1.3 a: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at SRMHS without enrollment at its feeder schools increasing above the district enrollment percentage for the grade levels served by the magnet school.

WCPSS Outcome 1.4 a: By June 30, 2010, as a result of successful implementation of a

significantly revised program, the number of students in the student applicant pool will increase by at least 200 applicants over the 2006-07 baseline.

PURPOSE 2: The development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

MSAP Objective 2: Significantly revised magnet programs at the three project schools will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic content and student performance standards.

WCPSS Outcome 2.1 a: By June 30, 2010, **SRMHS** will implement a significantly revised technology and leadership magnet theme to assist the district in achieving national, state, and local reforms.

WCPSS Outcome 2.2 a: By June 30, 2010, the significantly revised magnet theme at **SRMHS** will assist the school in meeting or exceeding State student academic achievement standards and attaining the AYP standard of the federal NCLB legislation.

WCPSS Outcome 2.3 a: By June 30, 2010, a reform-based curriculum for the significantly revised magnet theme at **SRMHS** will be finalized and will reflect challenging State academic content standards and student academic achievement standards.

PURPOSE 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.

MSAP Objective 3: WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase public choice.

WCPSS Outcome 3.1 a: By June 30, 2010, **SRMHS** will have designed and developed

innovative educational methods and practices that promote diversity in the school and its programs.

WCPSS Outcome 3.2 a: By June 30, 2010, SRMHS will have designed and developed innovative educational methods and practices that increase choices in the school and its programs.

PURPOSE 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

MSAP Objective 4: With the development and implementation of significantly revised magnet programs at the three project schools, WCPSS will have substantially strengthened the knowledge of academic subjects and attainment of vocational and technological skills of its students.

WCPSS Outcome 4.1 a: In each year of the grant, SRMHS students from major racial and ethnic groups will meet or exceed North Carolina's AYP standard. **(MSAP Performance Measure (b))**

WCPSS Outcome 4.2 a: In each year of the grant, SRMHS will meet or exceed North Carolina's AYP standard.

WCPSS Outcome 4.3 a: By June 30, 2010, as a result of the newly revised magnet theme, SRMHS will increase annually the percentage of students achieving proficiency in the five core academic subjects as required for graduation in North Carolina.

PURPOSE 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

MSAP Objective 5: WCPSS will ensure its capacity to continue operating magnet programs at the three schools at high performance levels after federal funding ends.

WCPSS Outcome 5.1 a: SRMHS will continue operating its magnet school program at a high performance level, and meet or exceed State standards three years after Federal funding ends.

(MSAP Performance Measure (c))

WCPSS Outcome 5.2 a: The number of teachers at SRMHS who implement instructional content and strategies learned through magnet-related professional development activities will increase annually.

WCPSS Outcome 5.3 a: By June 30, 2010, 100% of SRMHS classes will be taught by “highly qualified teachers” as defined by NCLB.

PURPOSE 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

MSAP Objective 6: Throughout the MSAP project period, the significantly revised magnet programs at the three project schools will provide high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

WCPSS Outcome 6.1.1 a: By June 30, 2010, all students enrolled at SRMHS will participate

and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success.

WCPSS Outcome 6.1.2 a: By June 30, 2010, all students enrolled at SRMHS will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that prepares them for postsecondary education or employment.

ARTICULATION OF THEME AND PROGRAMMATIC STRANDS

“Creating schools for the 21st Century requires less time looking in the rear view mirror and more vision anticipating the road ahead” (George Lucas, 2006). Under direction of the MSAP grant-funded SRMHS site coordinator, SRMHS will see the road ahead via a Center for Leadership and Technology model that incorporates 21st-century skills to make effective use of students’ content knowledge. This is a pivotal moment for SRMHS students. The future is now and we must prepare students not only to learn academic content but also to solve problems, create knowledge, and develop critical thinking skills.

Learning and Thinking Skills, Information and Communications Technology (ICT) Literacy, and Life Skills, outlined by the national Partnership for 21st Century Skills, form the core of SRMHS’s significantly revised Technology and Leadership Program. The Partnership—a public-private collaboration to create a successful model of blending work force skills with the educational system—claims that at a time in which technology, information and knowledge are constantly changing, learning and thinking skills, information and communication technology, and literacy and life skills are the best legacy that an educational system can impart to this generation of young people. “It is important that students know how to manage [information], interpret it, validate it, and act on it,” says Dell executive Karen Bruett, who serves on the board of the Partnership for 21st Century Skills.

Learning and Thinking Skills will be introduced through the project-based learning model developed by the New Tech Foundation in California. This model includes the following:

- Critical thinking and problem-solving skills
- Communication skills
- Creativity and innovation skills
- Collaboration skills
- Information and media literacy skills

Information and Communications Technology (ICT) Literacy will be introduced in SRMHS's New Tech classrooms to assist students in using technology to develop 21st-century content and knowledge skills:

- Knowing how to learn
- Learning how to use information
- Communicating, innovating, and collaborating
- Research, data analysis, and synthesis
- Constructing meaning and creating new knowledge

Life Skills will be incorporated into SRMHS deliberately, strategically, and broadly. Significantly revising the existing Leadership program as a foundation, SRMHS will incorporate the following skills:

- Leadership
- Ethics
- Adaptability
- Personal Productivity
- People Skills

□ Social Responsibility

SRMHS offers distinctive components in its revised theme. Under the guidance and organization of the MSAP site coordinator, students will experience a leadership and technology program that prepares them to meet the challenges of tomorrow. The site coordinator will help implement the following initiatives: the New Tech Foundation model of project-based learning, upgraded technology, new leadership components, and a pre-college summer program. Students will learn to encourage others, create group spirit, and resolve conflict through these new initiatives. The following programmatic strands outline how SRMHS will build a bridge to 21st-century learning by providing opportunities that create leaders for tomorrow.

Strand 1: iSchool, not High School

SRMHS's technology infrastructure lends itself ideally to adapting the New Tech Foundation (NTF) model. The NTF adaptation will fully implement problem- and project-based learning (PBL) components and highlight the core principles of collaboration, communication, student responsibility, team teaching, self-learning, and relevance—21st century learning and thinking skills. Introducing a PBL environment to SRMHS fits the school's twin magnet themes: technology and leadership. In this adaptation model, extensive technology resources will be the most efficient and ready tool to serve SRMHS's educational goals. The following NTF model will be implemented with the assistance of a MSAP grant-funded technology coordinator/teacher.

New Tech Foundation, seeks to reinvent high schools to enhance educational opportunities for students and transform learning so that students apply previous knowledge to new situations, new problems, and new environments. A study conducted by Rockman & Associates interviewed New Tech High School (NTHS) alumni over eight years and found strong evidence

to support the knowledge that the NTF concept is meeting the academic and skill needs of its 21st-century students (Rockman, 2006). Ninety-two percent of alumni in the study reported applying a great deal of what they learned at NTHS to their postsecondary career, and 96% of respondents said they would choose to attend NTHS again (Rockman, 2006).

The NTF model is based on a one-to-one student-to-computer ratio in a school with an enrollment under 400. SRMHS will adapt this model and use it in four core classrooms, then expand to four additional core classrooms each subsequent year, resulting in a total of 12 classrooms implementing the project-based learning over the course of the grant. These 12 classrooms will effectively create the small interdependent learning environment for students that fosters collaboration, teamwork, and problem-solving skills of the 21st century.

The partnership with NTF will provide SRMHS with extensive training and resources to implement the adaptation model. The features in this partnership are listed below:

- Access to the NTF learning system: tools that enable schools to manage the complexities of the problem- and project-based learning environment;
- School and classroom management tools;
- Access to curriculum resources ;
- Authentic assessment tools; and
- Extensive training and support to implement the NTF model.

New Tech High School has been successful in attracting students from all ethnic groups and preventing minority-group isolation. The school-to-work relationship is easily illustrated via the school's proximity to Silicon Valley. As a parallel, SRMHS can capitalize on its proximity to the Research Triangle Park, a hub of research institutes and information technology businesses and a prime driver of the area's economic and employment growth.

Project-Based Learning (PBL): The NTF model for PBL mandates an environment in which students are engaged in authentic learning and relevant experiences. The culture is one of *collaboration, communication, responsibility and relevance*, mirroring the real-world culture beyond the classroom walls. Groups of students are tasked with finding solutions to complex problems, requiring not only the acquisition of raw data (knowledge) but also providing a need for developing thinking skills and utilizing technology skills. PBL components in the NTF model comprise the following:

- curricular content –projects are based on standards and have clear goals;
- multimedia –students use technology to plan, implement, and present projects;
- student direction–maximization of student decision making and initiative;
- collaboration–students, teachers and the community work together;
- real-world connection–addresses issues relevant to students’ lives and communities;
- extended time frame–opportunities for students to plan and revise their work; and
- assessment –an ongoing approach of documenting learning: teacher assessment, self assessment, peer assessment, and reflection.

Rather than short, teacher-led lessons, PBL emphasizes activities that are long-term, student-centered and related to real-world experiences. “You won’t find teachers handing out daily assignments at NTHS...instead, you’ll find students working on long-term projects that may include a written essay, development of a Web site, and a PowerPoint presentation or photo essay” (Dan Page, *The Journal*, 2006).

SRMHS teachers will write new PBL curriculum units each year of the grant. These units will be fully supported by the N.C. Standard Course of Study (NCSCS). These units will be uploaded to the NTF Digital Project Library and shared with NTF in other schools modeling the

same approach. Presently, there are 10 other high schools in North Carolina, including one in WCPSS, that are replicating the NTF model. SRMHS will be able to collaborate with this network of high schools in the state so that all will support and advance the work of each other, aligning PBL activities to the state's standard course of study. These units and the units accessed from the NTF Digital Project Library will help students integrate content from different subjects into their projects, making learning relevant by connecting to life outside the classroom. In summary, PBL emphasizes skills that employers seek, that parents want their children to develop, and which the 21st century demands.

Training: Uniformity of processes, expectations, curriculum delivery, assessment methodologies, and access to resources all provide coherence to the school and the school community, benefiting students and staff alike. A PBL environment creates a highly desirable consistency of expectation for students and uniformity in the assessment of their performance. Uncertainty about expectations for students and how they will be assessed is removed from the learning process because students know that a standard rubric will be applied to their tasks, regardless of teacher or subject.

In the SRMHS partnership with NTF, extensive training will be offered to faculty and grant staff implementing the NTF model, creating a uniform environment of learning in the New Tech classrooms. SRMHS teachers will have the following training opportunities:

- Training/shadowing at the NTHS in Napa, California;
- Training and support to utilizing the NTF Learning System Tools;
- On-site training for PBL design;
- Training on accessing and utilizing the NTF Digital Project Library housing PBL units;
- Training on accessing and utilizing the NTF Rubric Library; and

- Extensive technology training (e.g., digital journal, project briefcase, etc.).

As SRMHS phases the NTF model into its core classrooms, a growth in achievement is expected. A number of studies over the past 10 years have found positive impacts of PBL on a variety of academic achievement measures, including standardized tests. The following list highlights a few of these studies:

- An evaluation of five years of a program called “Challenge 2000 Multimedia Project,” in which students use PBL and technology to complete an interdisciplinary multimedia project found that students in PBL classrooms outperformed comparison classrooms in communication skills, teamwork, and problem solving. Researchers also found greater achievement gains by students who had been labeled low achievers (SRI International).
- A 1999 evaluation of Tennessee schools using the Co-nect Program, which emphasizes PBL and technology, found significant improvements in test scores in all subject areas over a two-year period on the Tennessee Value-Added Assessment System (University of Tennessee at Knoxville, 1999).
- A three-year study of two British secondary schools found that students using PBL performed much better on standardized mathematics assessments than students using more traditional, direct instruction (Boaler, 1997).

Updated Technology Applications: Along with teamwork and problem solving, another exciting aspect of the NTF model is students’ use of technology. Upgrading all New Tech classrooms at SRMHS with the latest technology will have a positive effect on students as well as the attractiveness of the school’s magnet theme. According to research conducted by the International Data Corporation (IDC), the addition of technology in the classroom has helped students master reading, writing, math, and science inquiry skills (2004). “Students, especially

those with few advantages in life, learn fundamental skills better and faster if they have a chance to practice those skills using technology” (IDC, 2004). Students will have the opportunity to improve their performance through the day-to-day application of 21st-century skills and the use of innovative technologies, such as a wireless campus, a Mac and graphics lab, 3-D studio Macs, new central servers and thin-client workstations.

With the assistance of a network administrator, the multimedia component of the NTF PBL classrooms will aid the organic development of SRMHS’s technology integration. SRMHS will make the use of computers in education as seamless in the global information age as the blackboard was in the industrial age. Technology-mediated PBL is simply an acknowledgement that these powerful tools are ubiquitous in mainstream business life and that using these tools to their maximum potential for education requires a new way of doing business in the school.

Strand 2: Leadership: Fostering the 21st-Century Educator & Learner

Traditional metrics of attendance, graduation, and college matriculation rates are no longer a sufficient indicator of postsecondary preparedness. SRMHS’s significantly redesigned leadership program will include 21st-century *life skills* to prepare students to be leaders in civic life, higher education, and the workforce. Life skills, as defined by the Partnership for 21st Century Skills in “Results that Matter,” include *ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility*. These characteristics are not measured by an End-of-Course test, yet students who acquire and practice these traits are equipped to be leaders in a 21st-century environment that values cohesive and collaborative learning, centered around a comprehensive effort.

Revision of SRMHS’s Leadership Program will also align with elementary and middle leadership magnet program feeder schools in WCPSS. Combs Leadership Magnet Elementary

School, an MSA Simpson Award school, established WCPSS's first leadership magnet program. This school has received international recognition for its success in developing the whole child in a climate that fosters principle-centered and personal leadership. Other WCPSS schools have also successfully adopted leadership program magnet models.

SRMHS will use the core foundations of Dr. Stephen R. Covey's *7 Habits of Highly Effective People* and David Langford's data-driven decision-making tools to create a new leadership model that aligns practices and principles. Through extensive faculty training, these principles and tools will be embedded throughout SRMHS's curricular and extracurricular programs. Teachers will manage classrooms using Langford Tools and Covey Principles. In addition, students will apply these principles and tools to focus on critical areas for study, learn at their own pace, and monitor their performance and progress to improve skills and confidence.

During the course of the grant, faculty will be trained in Covey Principles. The training sessions will teach faculty the Covey 7 Habits and how to transfer these principles to students using Covey's 7 Habits for Teens. Staff development will focus on the following:

- Improving focus, communication, and balance for oneself and the school;
- Developing professional relationships for productive collaboration;
- The importance of responsibility, accountability, and commitment;
- Skills for increasing productivity by staying focused on the right things; and
- Reducing conflict by understanding exactly what you can influence.

SRMHS faculty and students will learn to use Langford continuous-improvement tools to track progress on course skills and academic objectives. Using quality-based instructional strategies, teachers will determine their own preferred learning styles and understand varied

learning styles, enabling them to use instructional strategies to meet diverse learner needs.

Teachers will examine their own grading practices and discuss opportunities for improvement.

SRMHS faculty will learn new ways to teach students to take ownership of their learning and approach knowledge acquisition in a systematic and efficient way. Students will develop lifelong decision-making skills that meet workplace needs. The Langford system of data-driven decision making will provide students with the “tool box” of techniques so that problem solutions will be based on data and analysis rather than impulse or desire. To make changes in their instructional approach, faculty will learn the following in Langford training sessions:

- The need for systemic improvement;
- The Langford Concepts of Quality Learning, Just-in-Time Learning, and the Self-Managed Classroom;
- Statistical methods to track student progress and understand improvement needs;
- Use of quality tools to continuously improve their teaching and pedagogy ;
- Teaching students how to assess and monitor their own progress and intrinsically take responsibility for learning; and
- Teaching students how to improve the quality of their learning.

SRMHS faculty will apply the Covey Principles and Langford Quality Tools to the following components of the significantly revised Leadership Program:

Academic Coaching at SRMHS will be an integral component of the new leadership model and will focus on student personal and academic goal setting. Faculty training in Covey’s 7 Habits for Highly Effective Teens and Langford Quality Tools will give the Academic Coaching program structure and allow academic coaches to teach students the value of these tools and habits. Academic coaches will work with small groups of students, and students will meet with

their academic coach daily throughout their high school career.

Each quarter of the school year, students will use Langford Tools to identify and set their own personal academic goals. Together with their Academic Coach, students will collect data and analyze practices to track their progress and growth over the course of the school year. The use of these data-driven, decision-making Langford Tools will provide students with skills to measure and monitor their personal productivity and to prepare for student-led conferences in which students share data reflecting progress towards their goals.

Another main component of the Academic Coaching class will be the addition of a program titled, *Team Building*. Team Building will engage students in a tactile, kinesthetic, hands-on approach to group cohesion. The Team Building program's three dimensional approach complements Covey principles such as "synergy" and "seek first to understand." Team Building will incorporate adventure hardware and team building materials for ice breakers, behavior management, and an introduction to business management. This team building equipment gives teachers the tools to create a climate to effectively change behavior and develop management skills in a non-threatening environment.

Student-led conferences: The Covey Habits and Langford Tools will help teachers and students prepare for student-led parent conferences. These conferences will enhance student accountability and encourage students and parents to communicate and plan for student success using data-driven tools. Prior to the conferences, students will gather work samples and use Langford data charts and graphs to document and explain their progress. This approach will strengthen their communication and people skills.

In the **Bulldog Leadership Institute**, incoming freshmen receive an introduction to the high school experience prior to the opening of school. During this orientation, freshman and 8th-

grade potential magnet applicants will have the opportunity to participate in a team-building experience at an outdoor challenge course. Students will become successful in problem solving and teamwork, skills required to succeed in the 21st-century workforce. Research and literature on challenge courses overwhelmingly supports the fact that self-esteem, a positive perception of group cohesion, risk taking, problem-solving skills and communication all increase through the use of outdoor group experience. The SRMHS outdoor challenge experience will feature a high-ropes team-building activity that includes the following components:

- Experience-based learning;
- Moving students outside their comfort zone, encouraging higher-order thinking; and
- Allowing participants to work on teams of 5-10 members to build trust and cooperation “off the ground.”

“Making Our Schools an Inclusive Community” (MOSAIC) is an existing course at SRMHS but will be updated to include the new leadership model strategies. This course engages students in frank discussions about diversity and inclusivity. Under the new leadership model, MOSAIC students will use Langford Quality Tools and Covey principles to plan and implement a school-wide initiative. The MOSAIC students will apply the Covey habit “Begin with the End in Mind” to conceive the initiative and use the Covey’s habit “Be Proactive” to implement the initiative. Learning activities in this course will focus on raising awareness and appreciation of diversity. Using Langford tools, students will gather data to assess the overall effectiveness of their initiative to raise awareness among their peers on issues that impact their school’s climate.

Seminars will strengthen communication skills and challenge students to respond to open-ended questions and support their answers with appropriate evidence. Seminars will take place during the Academic Coaching class with facilitation of student leaders from the MOSAIC class.

The seminars will promote critical thinking and student responsibility for learning, guided by the Covey habit “Seek first to understand, then to be understood.” Once this habit is accomplished, effective communication can occur and creative problem solving can take place

Strand 3: Preparing Students for 21st-Century Opportunities

SRMHS will empower students to pursue “multi-option” career planning while encouraging them to show leadership in charting their postsecondary future. SRMHS currently has multi-option career opportunities established within the school day through the Career-Focused Learning Communities (CFLCs). These CFLCs cover a number of 21st-century career fields: medicine/biotechnology, engineering technologies, law, human service, global connections, information technologies, digital arts, and education. However, the need to prepare students for successful entry into postsecondary institutions and the competitive global workforce has not been emphasized enough.

According to the Partnership for 21st Century Skills’ article “Results that Matter,” up to 55% of college freshmen entering two- and four-year college institutions are under-prepared for college-credit coursework and must enroll in remedial courses. One in four freshmen at four-year institutions and one in two freshmen at two-year institutions fail to return for a sophomore year, according to a 2004 report by ACT. In addition, 51% of employers cite math and science deficiencies as a top reason that recent graduates are not doing a good job in the workplace (National Association of Manufacturers, *2005 Skills Gap Report*). These startling statistics emphasize the need to bridge the gap between high school and college as well as strengthen high school students’ knowledge in math and science.

SRMHS will better prepare high school graduates for postsecondary coursework and the 21st-century workforce by offering interested juniors and seniors the opportunity to participate in a

pre-college experience at nearby N.C. State University. This pre-college program at a Research I institution will foster early preparation for college as well as strengthen students' understanding of math, science, technology, and engineering. Selected SRMHS students will engage in a rigorous academic experience, while interacting with faculty and students from a top post-secondary institution, in one of the following summer programs: Aerospace Engineering, Autonomous Robotics, Civil & Construction Engineering, Computer Science, Materials Science, Mechatronics, Textile Exploration, Motorsports, and Nuclear Technology. The following are descriptions of the pre-college summer programs that will be available to SRMHS students:

- **Aerospace Engineering:** Through classroom work and wind tunnel experiments, students learn basic principles of aeronautics, mechanical systems, and electronic controls. Working with faculty and current engineering students, participants apply basic principles to construct and program model airplanes, which they fly at a local field and take home at the end of the week. Other activities include training in the simulator lab and an educational experience at Raleigh-Durham International Airport.
- **Autonomous Robotics:** Students will learn basic programming, electronics, how to use a microcontroller, and circuit construction techniques. Students will build a robotic car that can automatically track a line, follow a light, or hide in the dark like a cockroach.
- **Civil & Construction Engineering:** Students will experiment with different soils and explore geotechnical engineering concepts. They will learn about standard surveying methods and equipment and participate as a group in building a real, functional wooden timber trestle bridge to learn about teamwork and project management.
- **Computer Science:** Students will be exposed to multimedia and object-oriented programming, using languages such as C, C++, or Java and will apply those

programming techniques in solving a real-life computing problem or creating a game.

Students will have the opportunity to work beside our faculty and students in state-of-the-art computing facilities on campus and learn how software is developed and applied.

- **Materials Science:** Students will investigate nanotechnology, may suit up for the clean room, and will use various techniques such as SEM/EDS analysis (field emission electron microscope), metallography, optical microscopy and mechanical testing, as well as operate a Scanning Electron Microscope (SEM), to complete the projects.
- **Mechatronics:** A concentration of mechanical, electrical and computer engineering, mechatronics engineering focuses on precision control of mechanical and machine systems. Examples of computer-controlled mechanical systems are robots, engine-fuel systems, hybrid automobiles, autonomous aerospace vehicles, stair-climbing wheelchairs, garage door openers and alternative power generation systems. Through modern Mechatronics engineering, students will explore new avenues of thinking and design that can greatly enhance the utility, performance and efficiency of modern machinery.
- **Textile Exploration:** Students will participate in textile-related presentations, screen print T-shirts, visit local businesses and tour N.C. State's campus. Participants will work on projects pertaining to polymer and color chemistry, engineering, apparel, fabric design, computer science or business management.
- **Wolfpack Motorsports:** This workshop is a hands-on program in the Department of Mechanical and Aerospace Engineering designed to expose students to the exciting world of mechanical engineering through the application of engineering basics to a real-world race car. Participants will learn the basics of vehicle dynamics, suspension geometry, and chassis tuning, as well as the underlying engineering principles.

- **Nuclear Technology:** Interested in the role nuclear technologies play in meeting society's needs and solving everyday problems? Join N.C. State's Department of Nuclear Engineering! Through a combination of group projects, labs, guest speakers and industry educational trips, students will answer such questions as "How can we develop energy sources for the U.S.? How can we detect low concentrations of environmental pollutants? How are nuclear methods revolutionizing medical diagnostics and treatments?"

SRMHS juniors and seniors who elect to participate in the N.C. State University Pre-College Summer Program will experience a weeklong program, staying in residential housing on campus and interacting with N.C. State University students and faculty. Students will take classes, perform experiments, and learn basic principles and cutting-edge practices of math, science, engineering, and technology. SRMHS's MSAP site coordinator, along with an Engineering Career-Focused-Learning-Community teacher, will partner with the executive director of Development and Experiential Learning at N.C. State University's Division of Undergraduate Programs to implement the pre-college summer program. Student participants will graduate from SRMHS with knowledge and skills relevant to the demands of the 21st-century workforce.

A DAY AT SRMHS

Isabel walked through the new-tech learning lobby at Southeast Raleigh Magnet High School and looked around for John and Marina. The three of them were collaborating on a project that they would be presenting that afternoon about global warming. She found her classmates in the conversation node, huddled over their wireless laptop computers, comparing notes and talking excitedly about components of the project they'd completed. John was sharing a video clip that he'd found for the annotated bibliography. When Marina saw that Isabel had arrived, she remembered that they still needed a graphic document to support their presentation. The three of

them leapt up and rushed to the graphics lab to retrieve the required documentation. By the time the bell rang for first period, the team was ready.

Isabel and Marina, new magnet students at SRMHS, first met in the outdoor education challenge course they took during the SRMHS Bulldog Leadership Institute's freshman orientation. Although Isabel had done some rock climbing with her family, she had never tackled anything as scary as a high-ropes course before. She was worried she couldn't do it, but she was able to rely on Marina as her belayer as she rappelled down the alpine tower. Afterwards, the two shared the exhilaration of knowing they could trust each other completely. Now she understood the word "synergy" that she'd first discovered in her Covey leadership training.

Later that day, Isabel met up with John and Marina again in freshman English class, where they decoded a 17th-century text using information they found themselves through Internet research. Isabel looked up from her Shakespeare text to her wireless laptop to review the day's objectives; meanwhile, her teacher circulated the New Tech classroom and monitored the student teams as they finished their research. Isabel thought about how much she liked being at SRMHS because she was learning skills that would help her be successful in the college of her choice.

Isabel is only a freshman, but already she has a keen interest in engineering that was sparked during the Career-Focused Learning Community (CFLC) program she took part in during the previous semester. In her junior year, she plans to participate in the N.C. State University pre-college summer program that offers SRMHS students classes in specialized science and engineering fields. Her academic coach, Ms. Cathay, has helped her track her grades and set academic goals. They meet every day, and the activities they participate in have helped Isabel build the confidence to make her own decisions.

As Isabel gets back to her Shakespeare project, she looks back at how intimidated she'd felt

about coming to SRMHS just a semester ago. Now she realizes how confident she is and that SRMHS is the right place for her.

280.31 (c)(2) The Secretary determines the extent to which each magnet school for which funding is sought will—

280.31 (c)(2)(i) promote desegregation, including how each magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

The SRMHS proposal includes numerous strategies for increasing interaction among diverse groups of students—students from different social, economic, ethnic, and racial backgrounds. The effort to increase interaction is based on three key elements: a strong instructional program that attracts a diverse group of students from throughout the district; programs and activities that promote and nurture interaction among students once they arrive on campus; and a highly qualified staff trained in teaching methodologies to address the needs of a diverse student body.

Innovative educational methods and practices create new opportunities for all students and teachers to interact and learn together. As teachers become more adept with new instructional delivery systems through PBL, traditional methods of lecture and class work will give way to more exciting and collaborative practices. Students will be actively engaged, seeking answers and satisfaction to their own questions and curiosities. Creative and collaborative thinking will be essential to the learning process. Cooperative group projects that increase interaction among students are an essential component of PBL. Students will become less dependent on teachers as they assume more responsibility for their own learning, as well as that of their peers. Teachers will become coaches and facilitators for learning, rather than simply “dispensers of knowledge.”

In this new and open environment, students will learn to use myriad resources as they develop interpersonal and collaborative skills under new strategies for teaching and learning.

The infusion of new technology into SRMHS's significantly revised program will be another strategy for promoting interaction among students from a variety of backgrounds. The motivational quality of technology and its ability to address varying learning styles will result in greater student success. Technology captures the accelerated pace of change in today's society and is not dependent upon print media and similar materials that become quickly outdated.

Additionally, the SRMHS program will infuse leadership development throughout its curricular and extracurricular programs. This significantly revised program supports interactive learning environments built around real-world problems that draw students of different backgrounds together to collaborate for creative problem solving and strategic thinking. The school will offer more opportunities for collaboration throughout the day where students from diverse backgrounds will interact, engage, and learn from one another e.g., PBL projects, MOSAIC (Making our School an Inclusive Community) course, interactive Team Building program in the Academic Coaching class, and Bulldog Leadership Institute activities. In addition, the SRMHS Leadership and Technology program will be rich in resources from local universities and organizations. These partnerships will promote the close collaboration of students that is integral to SRMHS program.

280.31 (c)(2)(ii) Improve student achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

The educational needs of SRMHS students at all points along the academic continuum must be addressed in order to increase overall achievement at the school and further reduce the gap between minority and nonminority achievement levels. SRMHS will employ sound instructional approaches based on best-practices research. SRMHS faculty will undergo further training to ensure their understanding of these practices and the ability to apply them in diverse classrooms to meet the educational needs of all students.

Major proposed programmatic reforms at SRMHS will include innovative strategies inclusive of all children at all levels. These learning models will include: project-based learning, increased opportunities for parental and community involvement, leadership strategies, and innovative technology. These, as well as other reforms, will improve the quality of all children's learning experiences and improve student achievement. The following table summarizes major strategies of the significant revisions that will be made to the magnet program at SRMHS.

Table 11. Project Strategies in SRMHS's Significantly Revised Magnet Program to Implement Reforms and Improve Student Achievement

Strategy	Description
Project-Based Learning	Will engage students in authentic learning and relevant experiences to find solutions to a complex problem through an in-depth investigation of a topic
Integrated Technology	Applying the most current and accelerated technologies to classroom learning; creating self-directed learners
21st-Century Skills	Will aid students in developing learning and thinking skills, information & communications technology (ICT) literacy, and life skills
Environmental Design	Converting traditional classrooms into New Tech classrooms that foster a collaborative and interactive learning environment
Leadership and Team Work	Developing creative and critical thinking skills, including decision making, problem solving, inquiry techniques, and perspective analysis
Data-driven Assessment Tools	Providing students with the tools to learn at their own pace, and monitor their performance and progress to improve skills and confidence
N.C. State University Pre-College Summer Program	Providing students with challenging postsecondary education opportunities
Academic Coaching	Developing students' personal and academic goal setting and tracking academic progress
Student-led Conferencing	Developing communication skills and applying data-driven tools to analyze academic performance and goals

280.31(c)(2)(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State’s academic content standards and academic achievement standards or directly related to improving students reading skills or knowledge of mathematics science, history, geography, English, foreign languages, arts, or music, or to vocational, technological, and professional skills; and

SRMHS’s significantly revised theme is tied to specific objectives that will strengthen students’ reading and writing skills and knowledge of mathematics, science, history, geography, English, foreign language, art, or music. All PBL curriculum units developed will be closely aligned with N.C. Standard Course of Study objectives.

Highlights of the major elements of each program, designed to ensure that SRMHS will reach its intended goals and strengthen student skills and knowledge, include:

- Partnerships between high school and postsecondary education opportunities;
- Unique educational settings that promote student collaboration and group work;
- Giving students tools to take leadership roles in their professional or vocational areas of interest;
- Tools for students to focus on critical areas for study and assess their learning, performance, and goals;
- Promotion of learning and communication using the latest 21st-century technology tools;
- Use of technology to differentiate instruction and collaborate the teaching and learning process;
- Staff development to enable teachers to connect content to real-world learning; and
- Staff tools to evaluate teaching effectiveness and improve techniques to reach all students.

280.31(c)(2)(iv) Encourage greater parental decision making and involvement.

From its establishment, SRMHS has provided opportunities for parents to be involved in their child's education. By applying to SRMHS based on their child's needs and interests, parents exercise their choice of a specialized school and, in doing so, make a stronger commitment to participate in their child's educational experience.

Moreover, the SRMHS school-improvement planning process has increased parental involvement by including parents on school-improvement committees. Parents serving on the school planning team are voting members and actively influence school programs and enhancements. As part of their planning process, SRMHS uses parent surveys to establish a current baseline and to propose needed changes for the future.

SRMHS has identified a variety of activities and methods to increase parental involvement, including:

- Serving as liaisons between the school and the larger community on matters of policy, school improvement planning, and career directions;
- Advising school's technology initiatives through a PTSA technology committee;
- Participating in and organizing marketing and recruitment activities for the school;
- Providing e-mentoring and other career experiences for the school's career-focused learning communities;
- Serving as mentors, speakers, and presenters, sharing skills/talents;
- Participating in student-led conferences; and
- Participating in student PBL presentations and their individual goal accomplishments.

GARNER MAGNET HIGH SCHOOL:
An International Baccalaureate Programme

MISSION STATEMENT

To educate visionary leaders through a challenging scholastic program. Teachers lead students, who expect to be engaged and challenged, into patterns of lifelong learning.

Demonstrating respect for their coursework toward meaningful learning, students strive to become competent and confident leaders in the adult world.

Learner Goals

- Enrich students high school experience via a dynamic arts program;
- Develop skills for 21st-century living;
- Promote international understanding and intercultural awareness;
- Prepare responsible global citizens; and
- Improve academic outcomes by establishing student advising opportunities.

BACKGROUND AND NEEDS STATEMENT

Background: Garner Magnet High School (GMHS), built in 1968, is the only high school within the city limits of Garner and still enjoys the status of being a community school. Like so many small towns in the area, Garner has experienced both positive and negative impacts from Wake County's explosive growth. Affordable housing near GMHS has enticed families from lower socioeconomic levels, including a significant number of families whose children require English as a Second Language (ESL) services. Students in new neighbors on the outskirts of Garner are often zoned to attend newer schools. In addition, families often choose magnet schools in downtown Raleigh over the traditional schools in Garner.

In 2003, the Wake County Board of Education (BOE) voted to make GMHS a magnet choice in order to attract more students and retain base students who were electing to go elsewhere. It was determined that the high school and its feeder school would benefit from the International Baccalaureate Organisation's (IBO) goals and methods of stimulating curiosity through inquiry while encouraging diversity and flexibility. In April 2005, GMHS was authorized to offer IBO's rigorous college-preparatory Diploma Programme (DP) for interested 11th- and 12th-grade students. The high school and one local middle school (East Garner Magnet Middle School, also a project school in this MSAP application) are piloting IBO's Middle Years Programme (MYP) as a partnership, expected to be authorized in Summer 2007. GMHS, a fledgling IB school, is laying the foundation for the IB MYP and DP. As of 2007-08, GMHS is expected to offer the IB MYP to a cohort of 9th- and 10th-grade students.

The current IB DP has attracted only a small percentage of all students in 11th and 12th grades, and an even smaller percentage of minority students. Of the current 50 students in the program, only nine (18%) are minority. Self-imposed lower expectations that are influenced and reinforced by families and peer groups appear to be one factor restraining greater participation. Apathy for understanding global culture and its ramifications to education and life beyond high school may be another reason for this low enrollment. The MYP cohort in 2007-08 is expected to comprise only 150 of the school's 500 9th-grade students. GMHS must provide significant revision to the existing IB program so that all 9-12th-grade students benefit from the magnet theme.

Over the past decade, GMHS's demographics have changed considerably. The school's faculty of 155 teachers, guidance counselors, media specialists, and administrators work diligently to address the needs of a diverse population. WCPSS's reassignment plan has allocated

more students from lower-income housing communities to GMHS, changing its base population. In addition, the availability of affordable housing (which has attracted minority families), a growing Hispanic/Latino community, and a growing number of year-round schools have contributed to change in school demographics. Compared to applications at other WCPSS magnet high schools, GMHS's number of magnet applicants is disappointingly low. For example, the other WCPSS high school that offers both the MYP and the DP received a total of 515 applicants, compared with GMHS's 49 applicants (WCPSS statistics, July 2006).

GMHS has moved from a 12.2% FRL rate in 2000 to a 31.3% rate in 2006; however, as is the case with most high schools, more students are eligible for FRL than actually apply. The school's total student enrollment is 2,108; of those, 11% are LEP (limited English proficient) students and 17% are students with disabilities.

GMHS needed to meet 24 target goals to achieve AYP in 2005-06. The school met 19 (79.2%) of those goals, and did not meet AYP standards. Nor did the school meet AYP standards in the 2004-05 school year. By this measure, not meeting AYP standards for the previous two school years designates this school as a low-performing school in the 2006-07 year. In addition, End-of-Course (EOC) test results for 2005-06 show a significant gap between minority and nonminority students: 79.5% of white students scored an achievement Level III/IV (proficiency or above), while only 58.1% of African American and 54.8% of Hispanic/Latino students scored a Level III/IV.

Needs Statement: The trend in low student success as demonstrated by the achievement results, indicates an urgent need for significant reform at GMHS. The existing IB program does not benefit every student in the school; a large number of students are functioning in a traditional school environment in a portion of the county that is highly socioeconomically isolated. A

significantly revised program will expand and enrich educational opportunities for all students at GMHS as well as provide teachers and students skills necessary for academic success.

Opening a window between the classroom and the outside world is one of the greatest challenges in implementing a successful IB program at a school in a socioeconomically disadvantaged community. Students, and sometimes teachers, have a difficult time seeing the world beyond the borders of their community. By offering professional development opportunities that incorporate international experiences, promote multicultural awareness, and prepare faculty to serve all students successfully, GMHS will improve the quality of staff and the overall effectiveness of delivering the IB program.

Promoting the IB magnet theme in a visible and accessible way is a challenge at GMHS. The IB program alone has not attracted the number of magnet applicants to reduce minority group isolation at the school. A highly visible cultural arts program that complements the existing IB program will vitalize the appeal of GMHS to magnet families.

PROJECT OBJECTIVES

The objectives that **Garner Magnet High School** intends to achieve through its significantly revised magnet theme are listed in the text that follows. All objectives and outcomes are associated with the six MSAP purposes. Each objective contains specific, measurable outcomes that GMHS is committed to attain by the end of the project. Annual benchmarks for each objective, provided in the evaluation section, have been developed to guide the school in reaching its intended performance levels for each year of the project. Summative evaluation information will be provided to the U.S. Department of Education at the end of each year to describe the level of success in meeting annual benchmarks and present plans for improvement when benchmarks are not met. Formative evaluation of strengths and weaknesses in meeting

particular objectives will be discussed regularly with participating schools and central office magnet staff. This will allow timely identification and correction of problems as well as efficient reinforcement and replication of successful approaches. The evaluation plan provides complete information on the evaluation procedures, data sources, data collection processes and benchmarks. It also identifies data analysis and reporting methods that will be used to evaluate the project.

PURPOSE 1: The elimination, reduction, or prevention of minority-group isolation (MGI) in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the U.S. to achieve voluntary desegregation in public schools

MSAP Objective 1: As a result of the successful implementation of significantly revised magnet programs, WCPSS will have reduced minority-group isolation at the three project schools.

WCPSS Outcome 1.1 b: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at **GMHS** to 54.1% of the student population.

WCPSS Outcome 1.2 b: By June 30, 2010, as a result of successful implementation of the significantly revised program at **GMHS**, a student applicant pool will have been recruited whose racial/ethnic composition has a beneficial effect on reduction of MGI and provides data for the Secretary's student applicant pool performance measure. **(MSAP Performance Measure (a))**

WCPSS Outcome 1.3 b: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at GMHS without enrollment at its feeder schools increasing above the district enrollment percentage for the grade levels served by the magnet school.

WCPSS Outcome 1.4 b: By June 30, 2010, as a result of successful implementation of a

significantly revised program, the number of students in the student applicant pool will increase by at least 150 applicants over the 2006-07 baseline.

PURPOSE 2: The development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

MSAP Objective 2: Significantly revised magnet programs at the three project schools will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic content and student performance standards.

WCPSS Outcome 2.1 b: By June 30, 2010, GMHS will implement a significantly revised International Baccalaureate Programme theme to assist the district in achieving national, state, and local reforms.

WCPSS Outcome 2.2 b: By June 30, 2010, the significantly revised magnet theme at **GMHS** will assist the school in meeting or exceeding State student academic achievement standards and attaining the adequate yearly progress standard of the federal NCLB legislation.

WCPSS Outcome 2.3 b: By June 30, 2010, a reform-based curriculum for the significantly revised magnet theme at **GMHS** will be finalized and will reflect challenging State academic content standards and student academic achievement standards.

PURPOSE 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.

MSAP Objective 3: WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase public choice.

WCPSS Outcome 3.1 b: By June 30, 2010, **GMHS** will have designed and developed innovative educational methods and practices that promote diversity in the school and its programs.

WCPSS Outcome 3.2 b: By June 30, 2010, **GMHS** will have designed and developed innovative educational methods and practices that increase choices in the school and its programs.

PURPOSE 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

MSAP Objective 4: With the development and implementation of significantly revised magnet programs at the three project schools, WCPSS will have substantially strengthened the knowledge of academic subjects and attainment of vocational and technological skills of its students.

WCPSS Outcome 4.1 b: In each year of the grant, **GMHS** students from major racial and ethnic groups will meet or exceed North Carolina's adequate yearly progress (AYP) standard. **(MSAP Performance Measure (b))**

WCPSS Outcome 4.2 b: In each year of the grant, **GMHS** will meet or exceed North Carolina's AYP standard.

WCPSS Outcome 4.3 b: By June 30, 2010, as a result of the newly revised magnet theme, **GMHS** will increase annually the percentage of students achieving proficiency in the five core academic subjects as required for graduation in North Carolina.

PURPOSE 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

MSAP Objective 5: WCPSS will ensure its capacity to continue operating magnet programs at the three schools at high performance levels after federal funding ends.

WCPSS Outcome 5.1 b: GMHS will continue operating its magnet school program at a high performance level, and meet or exceed State standards three years after Federal funding ends.

(MSAP Performance Measure (c))

WCPSS Outcome 5.2 b: The number of teachers at GMHS who implement instructional content and strategies learned through magnet-related professional development activities will increase annually.

WCPSS Outcome 5.3 b: By June 30, 2010, 100% of GMHS classes will be taught by “highly qualified teachers” as defined by NCLB.

PURPOSE 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

MSAP Objective 6: Throughout the MSAP project period, the significantly revised magnet programs at GMHS will provide high-quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

WCPSS Outcome 6.1.1 b: By June 30, 2010, all students enrolled at GMHS will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that prepares them for postsecondary education or productive employment.

WCPSS Outcome 6.1.2 b: By June 30, 2010, all students enrolled at GMHS will participate

and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success.

ARTICULATION OF THEME AND PROGRAMMATIC STRANDS

The IB Middle Years Programme (MYP) is guided by fundamental concepts: holistic learning, intercultural awareness, and communication. Over the two-year IB Diploma Programme (DP), students study six subjects (chosen from six IB subject groups), complete an extended essay, follow a theory of knowledge course, and participate in creativity, action, and service. IB DP prepares students to ask and answer challenging questions, learn how to learn, create a strong sense of their identity and culture, and understand and communicate with people from other countries and cultures.

Confused by the international focus and community service requirement of IB and daunted by the rigorous course load of IB DP, not all students are comfortable or confident in their academic abilities; therefore, many have avoided IB at GMHS. These students not enrolled in IB are then left to choose from traditional course offerings.

In *Teaching with the Brain in Mind*, Eric Jensen states that “our brain has a ‘baseline’ of neural connectivity, and enrichment adds to it. Students can graduate from school with a ‘baseline’ or an ‘enriched’ brain. Can we really afford to rob all the ‘nongifted’ students of their biological destiny to grow an enriched brain?” Engaging students in new cultural arts courses and expanding the existing visual arts, music, drama and dance programs, will open students to an intercultural world and build student interest in GMHS’s IB program.

GMHS will significantly revise its existing IB theme by offering new courses and cultural arts programs, building intercultural awareness among students and staff, and equipping teachers and students with skills for academic success. This revision will promote the fundamental

concepts of the existing IB program, develop critical and compassionate thinkers, expand educational opportunities for students not enrolled in the current IB MYP/DP, and develop skills for 21st-century living aligned with the overall arts mission of IB schools. With an inclusion of more IB arts and intercultural awareness courses that focus on global education, the revised theme will attract more students to IB classes. GMHS's significantly revised program will:

- Enrich all students through a dynamic cultural arts program;
- Develop respect for a variety of cultures and attitudes;
- Create lifelong learners and reflective practitioners;
- Prepare students to function in a 21st-century global workforce;
- Improve school climate by eroding cultural barriers; and
- Increase attraction to the school.

Under the leadership of the MSAP grant-funded site coordinator, enhancing the existing arts program, building students' intercultural awareness and training faculty to prepare students for postsecondary life will transform the school into a creative environment that engages, challenges, and enriches all students. Inherent within each strand are many components that equip all students with the skills and knowledge that prepare them for 21st-century living.

Strand I: Cultural Arts Enrichment

The significantly revised arts program at GMHS will expand resources for students and faculty and increase arts course offerings. The arts department will significantly change its focus to become more multicultural, creating a stronger alignment with IB objectives. The new courses will include 21st-century skills, including communication and global awareness, hands-on learning, and relevance. The new cultural arts courses will be fully supported by the N.C. Standard Course of Study. The following text outlines the cultural expansion for each art

discipline with samples of new art courses that can be used over the three-year grant timeline:

Cultural Visual Arts Expansion: Currently the visual arts program at GMHS offers basic, sequential visual art courses from level I through level IV found at any traditional WCPSS high school. The arts facility is old, and much of the material and equipment is well-used and/or damaged. The demand for these arts courses among MYP and DP students is more than the two art teachers and their arts schedule can uphold. It’s common at GMHS to turn students away from visual arts classes. With an additional visual arts teacher, more arts courses will be offered and more time will be spent developing a culturally rich arts curriculum.

Although there is a visual arts reflection of the current IB theme, multicultural variety in arts courses will enhance learning connections beyond the classroom through meaningful, relevant instructional activities. Student artwork will be showcased during a Gala Visual Arts Night at the Garner Historic Auditorium. Examples of new art courses are outlined in the following tables.

Table 12. New Art Courses Planned for GMHS

Course Title	Description	Course Objectives	Resources
World Art History	Learn the history of visual art through historical events	1) Develop an appreciation of visual art & visual expression from around the world. 2) Explain artwork to an audience of parents and classmates.	<input type="checkbox"/> Local museums <input type="checkbox"/> Collaboration with GMHS World History Class and Humanities Class
Multicultural Sculpture, Metalwork, and	Labor-intensive art experience using tools to create 3-	1) Expand students’ artistic capabilities into 3-dimensional artwork.	<input type="checkbox"/> Local college sculpture program <input type="checkbox"/> Local art gallery

<p>Ceramics</p>	<p>dimensional art and study other cultures' art in 3 dimensions.</p>	<p>2) Make artistic, cultural connections</p>	<p>to display, auction, or sell artwork <input type="checkbox"/> Materials/Supplies</p>
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Cultural Music Expansion: Eric Jenson (1998) states that music plays a significant role in enhancing a wide range of academic and social skills, including language development, creativity, general intellectual achievement, and positive attitude toward school. Currently, the GMHS music program consists only of band and chorus. Students have limited access to music courses, and those who enroll are using 30-year-old instruments and outdated equipment.

In order to create a quality music arts program and expand opportunities for all students, the GMHS music faculty will develop and offer additional international music courses, emphasizing a global curriculum, with new equipment and instruments. In addition to the traditional musical programs, courses will be offered in culturally diverse instruments, such as African drums, Caribbean steel drums and Native American flutes. By not confining our students to a Western musical paradigm, we can open them up to a whole world of cultures.

Table 13: Example of an International Music Course at GMHS

Course Title	Description	Course Objectives	Resources
<p>Music Around the World</p>	<p>Exploring how cultures around the world have created and used music (e.g., religious ceremonies, entertainment & art)</p>	<p>1) Engage students in listening, analyzing, and discussing music from different cultures. 2) Create a short composition 3) Perform a musical project 4) Evaluate peer musical projects</p>	<p><input type="checkbox"/> World Music Library <input type="checkbox"/> Cultural Instruments <input type="checkbox"/> Local guest artists</p>

Cultural Theatre Program Expansion: The nucleus of all art activity at GMHS is the auditorium, where nearly 20 art performances—music, dance, and theater – take place every year. The present facility is antiquated and insufficiently equipped. To showcase the expanding arts program and support the growing interest in theater at GMHS, the school needs to provide an inviting hub for art activity, which requires improvements to the existing auditorium facility and a technical theater expert to manage the stage behind the scenes.

Theater program changes will extend beyond regularly scheduled drama classes. For example, students will have the opportunity to attend professional theatre productions throughout the school year. Burning Coal Theatre Company in Raleigh will participate in an eight-week GMHS residency culminating in a guest-directed after-school production of an intercultural play (e.g., Lorca’s *Blood Wedding*). Through the mainstage production, students will also enjoy the benefits of transdisciplinary opportunities in language and the humanities that enhance the connectedness of the GMHS community to the greater world. The creation of a multicultural library will provide a central resource to GMHS teachers, students, and administrators.

Cultural Dance Expansion: A multicultural dance program will promote the magnet theme. Access to myriad music and dance forms from other cultures is essential in teaching and creating dance from around the world. An anthology of world music and dance and a collection of ethnic costumes provide an authentic experience for students as they learn about a specific culture.

Under the direction of only one dance teacher, the current program cannot support the number of students interested in enrolling in GMHS dance classes, and many students are turned away each year. An additional dance teacher, funded by the MSAP grant, will accommodate the growing interest and will facilitate an expansion to the existing dance program.

Table 14. Example of an International Dance Course at GMHS

Course Title	Description	Objectives	Resources
World Dance	Identify the purpose and function of dance through analysis of dance in different cultures and performing an ethnic dance.	<ol style="list-style-type: none"> 1. Foster appreciation of different cultures through study of ethnic dances 2. Recognize how dance reflects and records world history 3. Identify patterns, trends, and relationships in the role dance plays in various cultures 4. Discuss aesthetic judgments that vary between cultures 5. Demonstrate an ethnic dance style for peers with authentic music and attire 	<ul style="list-style-type: none"> <input type="checkbox"/> Anthology of World Music & Dance <input type="checkbox"/> Resident Artists <input type="checkbox"/> DVD performance collections <input type="checkbox"/> Ethnic Cultural Attire

A significant aspect of the cultural dance expansion is the invitation to include *Resident Dance and Choreographer Artists*. Resident artists will be invited to perform, conduct student workshops, and provide a tangible role model for dance students; possibilities include:

- Garth Fagan Dance Company:** The Company will perform for GMHS students and the Garner community, and will offer workshops for dance students. Students will experience a unique and culturally diverse dance program from the Garth Fagan Dance Company, a world-renowned, modern dance company. Fagan became famous with his creation of torso-centered energy and movement in Disney’s Broadway production “The Lion King.”

Students of all cultural backgrounds will find a connection and commonality through seeing the works, participating in a lecture, taking master classes. This partnership will provide students opportunities to interact with professional dance artists.

- **Dance resident artist programs and workshops** will be arranged with the Alvin Ailey Dance Company and the Parsons Dance Company, as well as choreographers Mark Dendy and Gabe Masson.

Arts Professional Development: Quality professional development, with the opportunity to receive additional IB arts training, will strengthen current arts delivery at GMHS and provide sustainability to the interdisciplinary initiative. In addition to IB arts training, all GMHS arts and grant-funded staff will have the opportunity to attend Howard Gardner’s Project Zero (PZ) summer training at Harvard University. This training will help teachers to create classrooms and instructional materials that address the demands of our rapidly changing world. During this one-week institute, teachers will examine many ideas and concepts relevant to the creation of powerful learning environments, including:

- Teaching for Understanding;
- Multiple Intelligences;
- Critical and Creative Thinking;
- Assessment as Learning;
- Learning in and Through the Arts;
- Interdisciplinary Teaching & Learning; and
- Making Thinking & Learning Visible.

The PZ training will provide participating GMHS teachers with a rich learning experience that will expand their repertoire of classroom techniques. The training will teach GMHS teachers how

to create learning experiences that are engaging and exciting for children. They will learn to use various frameworks to look analytically at their teaching and to make informed decisions about instruction. The structure of the PZ training will also allow for numerous opportunities to discuss and compare experiences with other PZ participants.

Strand 2: Extracurricular Arts Enrichment

Extracurricular programs have the unique ability to involve students in school-related activities that they choose. GMHS currently offers students very few after-school opportunities other than sports, a source of community pride. Extracurricular activities need to be expanded beyond sports. This extracurricular arts enrichment strand is designed to create a healthier school climate with student engagement in activities that make students excited about coming to and staying in school. Project Renaissance's after-school programs in dance and music will provide incentives for students to excel and offer them a safe place to develop their talents.

After-School Music Studio: Most GMHS students cannot afford musical instruments or private after-school enrichment activities, and many of the 30-year-old instruments currently used by GMHS music students are in disrepair. A complete replacement of instruments is critical, similar to a technology refresh at a technology-oriented school. These new instruments will play a dual role as instructional materials during the school day as well as the means for students to participate in after-school private or small-group lessons to increase their skill level. Outfitting the music studio with quality instruments offers all students equal access to a high-quality arts education, giving them skills to become competitive on the postsecondary level.

With state-of-the-art music equipment, GMHS staff will transform empty after-school hallways into an artists' studio—a safe, interesting, and enriching place for students to learn, practice, and perform. By contracting with local musicians to offer private or small-group voice

and instrumental lessons. GMHS will give students the benefit of gaining skills through private music instruction.

After-School Dance Program: Multicultural after-school dance clubs allow students to participate in dance traditions of other cultures and connect to their classroom arts experiences. Music and dance are natural attractions to students of this age group. GMHS dance club participants will be able to attend the American Dance Festival at Duke University in Durham, North Carolina. This experience will allow GMHS dance students to attend performances by visiting dance companies from around the world. GMHS students will also have the opportunity to go behind the scenes, as festival visitors, and witness modern dance in the making.

Summer Visual Arts Camp: GMHS visual arts teachers will capitalize on the long summer break to engage students in a rich, multicultural visual arts experience. Visual arts camps will build skills in visual art as well as encourage students to examine, reflect upon, and analyze art from myriad cultures. The summer program will also market GMHS as an arts exemplar to the rest of the district. These camps will engage many students while encouraging participation and achievement in the arts. The visual arts camp program will also provide an uniquely attractive feature for prospective magnet students.

Strand 3: Developing Intercultural Awareness

Intercultural Awareness: GMHS's student population is growing increasingly diverse. The Partnership for 21st Century Skills states in the article "Results that Matter" that global awareness is a content area critical for success in the community and workplace. Building and expanding global awareness will help student and faculty build across three levels of intercultural awareness: awareness of stereotypes, awareness of cultural traits different from their own, and awareness of another culture from the perspective of an insider.

By offering training opportunities and building partnerships with organizations that foster international understanding among students and staff, GMHS will move students beyond cultural barriers and promote international understanding. With access to the resources to interact with schools from other countries, GMHS students will prepare themselves to successfully function in a global workforce.

World View, an International Program for Educators: This program, sponsored by the University of North Carolina at Chapel Hill, is a teacher-training program with the mission of helping schools prepare students to succeed in an interconnected world. The program assists educators to integrate a global perspective into every subject area of the curriculum and at every grade level. Thomas Friedman in his *New York Times* column once said, “Thanks to the Internet and satellite TV, the world is being wired together technologically, but not socially, politically, or culturally. We are now seeing and hearing one another faster and better but with no corresponding improvement in our ability to learn from, or understand one another.”

As a cooperating partner, World View will offer GMHS faculty seminars, workshops, and symposiums that focus on working with a diverse population as well as increasing international awareness in a rapidly globalized society. GMHS will also have the opportunity to send faculty on international study visits. Previous World View groups have studied in India, Mexico, China, Spain, Eastern Europe, South Africa, and Central America. Traveling abroad will expand the participating teachers’ perspectives of other cultures.

Center for International Understanding: China Partnership: The growth and development of the culture and economy of China are critically important to stability around the globe. GMHS will partner with The Center for International Understanding, a public service program of the University of North Carolina, to create an ongoing relationship with a sister school in China.

The long-term partnership between the two schools of different countries is supported by WCPSS school leaders and recognized by faculty, staff, and students as part of GMHS's mission to increase global awareness. Visitation and exchange opportunities will enrich the educational experience of GMHS teachers. The GMHS principal and another faculty member will travel to China for an introduction to Chinese education and culture and for planning visits with their counterparts. This partnership, with the use of Web conferencing technology, will also lead to a wide range of mutual learning activities, such as joint class projects and research opportunities, that will influence students and staff in powerful ways. Visit the following URL for a preview of an interaction between a school in NC and a school in China:

<https://sas.illuminate.com/site/external/installinfo/playback?psid=2007-04-05.0443.M.9A35E239BAA21D58A2FB2ADE899E41.vcr>

Center for International Understanding: The Latino Initiative for Educators: GMHS will partner with the Center for International Understanding to respond to the growing needs of Latino/Hispanic students. Through the Latino Initiative for Educators program, GMHS will develop better understanding of the impact of immigration on the lives of its Latino/Hispanic student population and use this information to establish achievement goals. A vertical team comprising faculty from GMHS and East Garner Magnet Middle School (EGMMS) as well as administrators from WCPSS's Central Office will participate in a short-term immersion program in Mexico, orientation workshops, and a follow-up workshop to learn and find solutions to fit educational challenges.

Spanish Language Expansion: In Douglas McGray's 2006 article "Lost in America," he asks, "Can Americans open the classroom door, or will today's youth be unprepared to lead tomorrow's world?" For all the changes globalization has brought to U.S. students' cultural and

commercial ecosystem, the average classroom has lagged far behind.

Speaking more than one language is key to preparing students to function successfully in a rapidly evolving global workforce. Currently, GMHS is in dire need of the staff and resources to support the significant revision of its IB theme and offer exploratory and mastery levels of languages other than English. GMHS needs an additional Spanish-language teacher to support the Language B component of the IB program.

This grant-funded position will enable GMHS to expand its resources not only to teach additional Spanish classes but also to help increase faculty understanding of the diverse student population. Significant growth of the Hispanic/Latino population at GMHS presents new challenges and opportunities to faculty members. GMHS faculty will participate in *Understanding the Latino Culture*, a two-day workshop offered by WCPSS. The workshop focuses on the Latino population across the U.S. (specifically in North Carolina), the history of immigration, Latino cultural values, and the Mexican education system as a means to help faculty better understand and empower students. Faculty will study Latino students' current educational success within the U.S. public school systems, learn strategies to overcome language barriers, and involve parents/guardians in students' educational plan.

Expanding Multicultural Resources: To support the expansion of multicultural arts and to increase intercultural awareness at the school, GMHS will expand its media center resource collection. The media center will add art books that focus on non-Western art traditions, international films and DVDs, musical recordings for classroom instruction, and visual representations of paintings and sculptures from around the world.

Strand 4: Teacher and Student Skills for Academic Success

Leadership Advisory: This new advisory program will strengthen students' academic results

as well as develop student social, emotional, physical, and career growth. Students will participate in activities and discussions concerned with leadership skills, decision making, course selections, co-curricular involvement, postsecondary education, and career planning.

All students will be grouped and assigned to a faculty member, an “advisory coordinator.” Freshman students will learn the fundamentals of high school (such as developing research and study skills), and sophomores, juniors, and seniors will review academic goals, select academic courses, and plan for postsecondary opportunities.

Advisory coordinators, along with the MSAP site coordinator, will contact community members to volunteer time and expertise during the advisory period. For example, advisory coordinators will establish partnerships between area universities and colleges to assist juniors and seniors with college preparation. College recruiters and admission counselors will visit advisory groups to share information regarding their institutions as well as information on financial aid, scholarships, and application procedures.

Training on Understanding Poverty: WCPSS offers faculty members the opportunity to participate in three-day workshops focused on Ruby Payne’s *A Framework for Understanding Poverty*, a nationally known, research-based program focused on patterns of intergenerational poverty, family relationships, hidden rules of social classes, support systems, language patterns, and belief systems. GMHS faculty will further their understanding of poverty, cultural differences, and instructional differentiation through Ruby Payne’s training on instructional strategies that meet the diverse needs of learners.

Paideia: Paideia is a nationally recognized pedagogical philosophy that comprises didactic instruction, coached projects, and Socratic seminars. Paideia students learn to listen to their peers, question assumptions, and respond thoughtfully—important components of a 21st-century

learning environment. Currently, a small group of GMHS teachers, primarily core discipline teachers, integrate Socratic Seminars into classroom instruction. Expanding this concept across disciplines will improve teaching and learning. Additional Paideia training will strengthen the existing IB MYP theme.

End-of-Course (EOC) Test Preparation: GMHS's EOC test scores are among the lowest in the district. While teachers are working diligently to create innovative ways to improve student performance overall, specifically on EOC test scores, scores have continued to hover below 70% proficiency. Dr. Joseph Aicher, a former N.C. Central University professor, is a nationally acclaimed testing strategist. Dr. Aicher will work with teachers to provide strategies to "better understand" the North Carolina EOC, the SAT, and the ACT. Being empowered with these strategies will give teachers additional methods for working with struggling students.

After-School Tutoring: A redesigned after-school tutoring program implemented through Project Renaissance will place increased emphasis on the 21st-century skills of learning to learn. The new program will be structured on four essential principles of learning how to learn, reason, deal with complicated ideas, and work with others. This course will ease the transition from middle school to high school and establish the framework needed by students to acquire 21st-century skills. Investigating complex issues in this course will develop in students a sense of personal responsibility, the ability to collaborate with peers, and a tolerance for uncertainty. Course content will include four skill and awareness areas applicable across all disciplines. Self-assessment practices will allow students to monitor their growth throughout their high school career and create ownership and accountability for their learning and personal development.

A DAY AT GMHS

Today's going to be a great day for Eli, a 10th grader working on his IB Personal Project. Last week he learned he'd been cast as the lead in the school's production of Garcia Lorca's *Blood Wedding*. This afternoon, he's going to his first rehearsal in Garner Magnet High School's renovated auditorium. When Eli imagines performing under the spotlights on the new stage, he is finally excited about his future.

In the past, there were times Eli had considered dropping out of school. But in the first semester of his sophomore year, he took a master class in theater that was taught by a visiting director from Burning Coal Theatre Company. During a class discussion, he and the director discovered they had a mutual love of rap music, and Eli found that he had a lot to add to the class as they talked about the connection between rap lyrics and poetry.

Since that class, Eli has developed an avid interest in the arts that expanded his world. While participating in a Web conferencing exchange with high school students in China, he learned about an IB school there that was also producing *Blood Wedding*. Now he regularly i-chats with his counterparts in that production and sees new ways of interpreting the challenging text. Eli likes the idea that there's someone on the other side of the world doing the same play he is, and enjoying it just as much.

With the help of the Leadership Advisory Program, Eli is planning out the courses he needs to take to be a competitive college applicant. He's set goals and is tracking his progress. The program has taught Eli that he can be a leader, and next year, he plans to mentor freshman students and help them learn that, too.

280.31 (c)(2)(i) Promote desegregation, including how each magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

GMHS's vision is the emergence of a cultural arts program that enhances the existing IB program and gives all students the opportunities and skills to compete in a global workforce. This new vision for GMHS will foster a culture that allows students from different backgrounds to better understand one another and how they interact with the world. The concepts of interdependence in a diverse environment will be promoted in the teaching and learning process. GMHS will reinvent its educational system to develop in-depth study across disciplines and raise student expectations for their own academic success. Students will gain new and enriched perspectives as a result of their interactions with students from different backgrounds.

At GMHS, all students are eligible to participate in the significantly revised magnet program, and the strategies described in this proposal will expand and enrich opportunities for diverse groups of students to interact with each other. GMHS will ensure that students interact by using heterogeneous classes, cooperative learning, multicultural education, peer mediation, and other approaches that increase interaction and understanding among students of differing backgrounds. One strategy will be providing faculty with more professional development opportunities, through World View and the Center for International Understanding, to expand their own intercultural awareness.

Another strategy at GMHS is the development of new cultural arts courses that reflect understanding of diversity issues and attract interest from a diverse group of students. These courses will be offered to all students and will not require entrance examinations or auditions. As courses are developed or revised, appropriate components will guide teachers in incorporating

cultural awareness issues in core and new courses. Collaborative group projects that increase social interaction among students will be key components in each of these new courses.

In addition, GMHS will offer a rich after-school and summer arts program, at no cost so students from all socioeconomic backgrounds can participate. For example, the after-school music studios will allow any student to borrow one of the high school instruments and have a 30 minute, private or group, lesson with an instructor. In addition, all students will also have the opportunity to participate in after-school voice lessons, summer visual arts camps, and attend professional theater and dance productions in the community.

280.31 (c)(2)(ii) Improve student achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

GMHS will remove barriers and implement new strategies to ensure that all children will reach grade-level standards and beyond. GMHS faculty must discard any possible preconceived notions about the limitations of any child to improve student achievement. High expectations for all children will be the foundation for creating new avenues for success. Students will fully realize their potential as they take more responsibility for their own learning. They will identify and share their strengths and talents, and learn by working collaboratively with peers.

The programmatic reforms in the GMHS project include the 21st-century skills of rigorous standards, challenging and relevant content, and innovative strategies inclusive of all children at all levels. This reform will increase student achievement and provide opportunities for parental and community involvement, arts integration, expanded foreign language—resulting in improved quality of the learning experience for all children. The following table summarizes the major

strategies of the significant revisions that will be made to the magnet program at GMHS.

Table 15. Project Strategies that Implement Reforms and

Improve Student Achievement

Garner Magnet High School
IB Arts Enhancement – preparing students to function in a 21 st century global workforce by promoting a global education and emphasizing the fundamental components of IB in arts courses
Cultural Arts Courses – expanding dynamic educational opportunities for all students to engage students academically and develop respect for a variety of cultures
Spanish Language Expansion – supporting the Language B component of IB and preparing students to function successfully in a global workforce
Intercultural Awareness — exposing students to information about their culture as well as the cultures and traditions of other nations, with an eye to developing a sense of understanding and feeling of world citizenship
Leadership Advisory – promoting student academic success and helping students to focus on critical areas of study
Multicultural Resources — providing access to appropriate and adequate cultural art resources to increase intercultural awareness at the school
Professional Artist Residents – enriching students’ learning experiences with close interaction with professional artists and providing students with tangible role models
21st-Century Tools — preparing students to compete in a global workforce

280.31(c)(2)(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State’s academic content standards and academic achievement standards or directly related to improving students; reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to vocational, technological, and professional skills; and

All instruction and professional development at GMHS will be tightly aligned to the N.C. Standard Course of Study, including new cultural arts courses. The result will be a positive impact on student performance in state, national, and systemic measures. With this project proposal, GMHS will develop innovative educational methods and practices that meet student needs and interests.

Highlights of the major pedagogical elements and activities of the GMHS program, which are designed to ensure that the school will reach its intended academic goals, include:

- Student-staff advisor program to develop academic, social, emotional, and career growth;
- After-school tutorial opportunities in all subject areas;
- Accentuating the interrelatedness of subject areas through the arts;
- Development of effective communication skills with a focus on artistic expression and collaboration;
- Development of Spanish literacy and communication skills among students;
- Helping students appreciate commonalities and differences among people and cultures;
- Teaching students to recognize relationships between knowledge gained in school and applications in the outside world; and
- Teaching students to think creatively and critically, analyze perspectives, make decisions,

and solve problems.

280.31(c)(2)(iv) Encourage greater parental decision making and involvement; and

To maintain and encourage a positive relationship between GMHS families and faculty, GMHS will offer new opportunities to increase parental involvement. With an emphasis on intercultural awareness, GMHS’s program will erode cultural barriers to create a school climate that invites substantial parent participation. GMHS will expand the link between home and school to include families from diverse backgrounds in school activities.

Table 16. Parent Involvement Strategies at GMHS

<p>Parental Involvement Strategies at Garner International Baccalaureate Magnet High School</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Support of marketing and recruitment activities <input type="checkbox"/> Service as valuable mentors, speakers and presenters, sharing skills and/or artistic talents <input type="checkbox"/> Volunteering at schoolwide arts productions, exhibitions, and workshops <input type="checkbox"/> Participating in and promoting students’ creative expressions of learning <input type="checkbox"/> Assistance with multicultural resources in the media center <input type="checkbox"/> Organization of outreach opportunities to parents with limited English proficiency
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EAST GARNER MAGNET MIDDLE SCHOOL:**An International Baccalaureate Middle Years Programme****MISSION STATEMENT**

The mission of East Garner Magnet Middle School (EGMMS) is to educate the children in our community so that all may realize their full potential as productive citizens. The school will educate the whole child by providing a relevant, rigorous and challenging academic curriculum based on the North Carolina Standard Course of Study.

Learner Goals:

- Create relevance to content for students through an interdisciplinary approach to teaching and learning;
- Develop effective research, critical thinking, communication, and technology skills;
- Promote international understanding and intercultural awareness;
- Prepare responsible global citizens;
- Prepare students to participate in an increasingly interrelated world; and
- Improve academic outcomes by establishing a collaborative, professional environment.

BACKGROUND AND NEEDS STATEMENT

Background: Wake County has experienced dramatic population growth in the past decade, but the town of Garner's demographic shifts have differed from those of other areas of the county. Unlike other parts of the county, Garner offers more affordable housing, leading to a disproportionate influx of minority families, particularly families whose children require English as a Second Language (ESL) services, with a lower socioeconomic status. A significant percentage of affluent and nonminority families in the area have responded by withdrawing their students from the Garner schools to take advantage of the concentration of magnet schools in

downtown Raleigh. The end result has been a Garner public school population that is increasingly lower-income and minority-group isolated.

EGMMS's original campus, constructed in 1935, has undergone several renovations, including two major expansions within the past decade. A 1996 renovation added 10 new classrooms, additional athletic facilities, and teacher workrooms. A second major construction project in 2000 added 22 new classrooms, office spaces for support staff, an expanded cafeteria, a new gymnasium, and other facilities. There are currently 60 permanent classrooms and five mobile classroom units. Among the three schools in this proposal, the EGMMS campus is the most recently renovated.

EGMMS enrolled 1,044 students in grades 6-8 in the 2006-07 school year. Of these students, 23% are white, 57% are African-American, and 20% are Hispanic/Latino or other. Among WCPSS's 28 middle schools, EGMMS has the highest percentage of minority students (77% at EGMMS vs. 46% for WCPSS middle schools overall). The significant increase each year in Hispanic/Latino students contributes to the high percentage of minority students. EGMMS also has one of the highest percentages of students receiving free or reduced-price lunch: 49.4% in 2006-07, compared to 28.6% for all middle schools.

EGMMS has struggled with student achievement results for the past several years. In 2005-06, only 65% of EGMMS students passed North Carolina EOG exams in reading and math, the lowest percentage among WCPSS middle schools. Student performance on the math EOG exam was significantly below the district middle school passing percentage (53% compared to 74%). The school has failed to make AYP two years in a row.

The International Baccalaureate (IB) Middle Years Program (MYP) was implemented at EGMMS in Fall 2004. Originally classified as an "equity magnet," the IB MYP was intended to

dissuade local parents from choosing other educational alternatives by placing an outstanding program in their neighborhood school.

The IB MYP philosophy incorporates internationalism, responsible global citizenship, effective communication, critical thinking skills, and community service. To teach core academic subjects in a global context, each subject is taught through five themes called the Areas of Interaction: Approaches to Learning, Community and Service, Health and Social Education, Environment, and *Homo Faber* (Man the Maker).

This program spans grades 6-10 and bridges the gap between middle and high school through an effective partnership. Students who complete the MYP at EGMMS are encouraged to remain in a rigorous course of study at GMHS and enter GMHS's voluntary IB MYP cohort and diploma program in grades 11 and 12.

Needs Statement: The challenges facing EGMMS are formidable, and in reality, even the full implementation of the IB MYP is not enough to overcome the problems associated with poverty, minority-group isolation, low academic achievement, and a non-inclusive learning environment. With the increasingly diverse student population, both ethnically and socioeconomically, EGMMS teachers need more tools to connect with and engage all students in relevant content, address the academic needs of all learners, and create a learning environment that nurtures cultural understanding.

In addition, EGMMS faces the daunting challenge of filling 250 magnet seats over the next several years. EGMMS will become a "draw magnet" in 2007-08 and must fill these openings with applicants from across the southern and western parts of the district. A highly visible and attractive magnet program is vital to attract a healthy applicant pool and to keep the school operating at capacity.

PROJECT OBJECTIVES

The objectives and outcomes that **East Garner Magnet High School** intends to achieve through its significantly revised magnet theme are listed in the text that follows. Each objective is related to one of the six MSAP purposes. Each objective contains specific, measurable outcomes that EGMMS is committed to attain by the end of the project. Annual benchmarks for each outcome, provided in the evaluation section, have been developed to guide schools in reaching their intended performance levels for each year of the project. Summative evaluation information will be provided to the U.S. Department of Education at the end of each year to describe the level of success in meeting annual benchmarks and present plans for improvement when benchmarks are not met. Formative evaluation of strengths and weaknesses in meeting particular objectives will be discussed regularly with participating schools and central office magnet staff. This will allow timely identification and correction of problems as well as efficient reinforcement and replication of successful approaches. The evaluation plan provides complete information on the evaluation procedures, data sources, data collection processes and benchmarks. It also identifies data analysis and reporting methods that will be used to evaluate the project.

PURPOSE 1: The elimination, reduction, or prevention of minority-group isolation (MGI) in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the U.S. to achieve voluntary desegregation in public schools

MSAP Objective 1: As a result of the successful implementation of significantly revised magnet programs, WCPSS will have reduced minority-group isolation at the three project schools.

WCPSS Outcome 1.1 c: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at **EGMMS** to 66.5 % of the student

population.

WCPSS Outcome 1.2 c: By June 30, 2010, as a result of successful implementation of the significantly revised program at **EGMMS**, a student applicant pool will have been recruited whose racial/ethnic composition has a beneficial effect on reduction of MGI at EGMMS and provides data for the Secretary's student applicant pool performance measure. (**MSAP**

Performance Measure (a))

WCPSS Outcome 1.3 c: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at EGMMS without enrollment at its feeder schools increasing above the district enrollment percentage for the grade levels served by the magnet school.

WCPSS Outcome 1.4 c: By June 30, 2010, as a result of successful implementation of a significantly revised program, the number of students in the student applicant pool will increase by at least 150 applicants over the 2006-07 baseline.

PURPOSE 2: The development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

MSAP Objective 2: Significantly revised magnet programs at the three project schools will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic content and student performance standards.

WCPSS Outcome 2.1 c: By June 30, 2010, EGMMS will implement a significantly revised International Baccalaureate Middle Years Programme theme to assist the district in achieving national, state, and local reforms.

WCPSS Outcome 2.2 c: By June 30, 2010, the significantly revised magnet theme at **EGMMS**

will assist the school in meeting or exceeding State student academic achievement standards and attaining the adequate yearly progress (AYP) standard of the federal NCLB legislation.

WCPSS Outcome 2.3 c: By June 30, 2010, a reform-based curriculum for the significantly revised magnet theme at **EGMMS** will be finalized and will reflect challenging State academic content standards and student academic achievement standards.

PURPOSE 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.

MSAP Objective 3: WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase public choice.

WCPSS Outcome 3.1 c: By June 30, 2010, **EGMMS** will have designed and developed innovative educational methods and practices that promote diversity in the school and its programs.

WCPSS Outcome 3.2 c: By June 30, 2010, **EGMMS** will have designed and developed innovative educational methods and practices that increase choices in the school and its programs.

PURPOSE 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

MSAP Objective 4: With the development and implementation of significantly revised magnet programs at the three project schools, WCPSS will have substantially strengthened the

knowledge of academic subjects and attainment of vocational and technological skills of its students.

WCPSS Outcome 4.1 c: In each year of the grant, **EGMMS** students from major racial and ethnic groups will meet or exceed North Carolina's adequate yearly progress (AYP) standard.

(MSAP Performance Measure (b))

WCPSS Outcome 4.2 c: In each year of the grant, **EGMMS** will meet or exceed North Carolina's AYP standard.

WCPSS Outcome 4.3 c: By June 30, 2010, as a result of the newly revised magnet theme, **EGMMS** will increase annually the percentage of students achieving proficiency in reading and mathematics.

PURPOSE 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

MSAP Objective 5: WCPSS will ensure its capacity to continue operating magnet programs at the three schools at high performance levels after federal funding ends.

WCPSS Outcome 5.1 c: **EGMMS** will continue operating its magnet school program at a high performance level, and meet or exceed State standards three years after Federal funding ends.

(MSAP Performance Measure (c))

WCPSS Outcome 5.2 c: The number of teachers at **EGMMS** who implement instructional content and strategies learned through magnet-related professional development activities will increase annually.

WCPSS Outcome 5.3 c: By June 30, 2010, 100% of **EGMMS** classes will be taught by "highly qualified teachers" as defined by NCLB.

PURPOSE 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

MSAP Objective 6: Throughout the MSAP project period, the significantly revised magnet programs at the project schools will provide high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

WCPSS Outcome 6.1 c: By June 30, 2010, all students enrolled at **EGMMS** will participate in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.

ARTICULATION OF THEME

One component of the significantly revised program at EGMMS will enhance the arts to engage faculty in an interdisciplinary approach to teaching and learning, coordinating this revision with that being implemented at GMHS. Under the guidance and coordination of the site coordinator and teachers of visual arts, dance, music, and drama, classroom experiences will engage students to develop high-level critical thinking and problem-solving skills. Students will discover personal answers to essential questions such as: *How can I live in the 21st century as a contributing member of my community?*

In addition, an 8th-grade Pre-Personal Project (PPP) will give EGMMS students a hands-on, authentic learning experience to answer an essential question and expand on their 21st-century skill development. The PPP will build the research, technology, and communication skills necessary to succeed in their high school and postsecondary years. The PPP will also give students authentic experiences in oral communication skills, written communications skills, and communication-focused technology skills.

In the significantly revised program, EGMMS will also focus on building a cultural awareness and understanding in the classroom that is critical for success and employability in today's global workforce. EGMMS faculty will have numerous international opportunities and international-focused trainings to integrate global content in students' learning. Inherent within each of the following strands are many components that equip all students with the skills and knowledge that prepare them for 21st-century living.

Strand 1: Interdisciplinary Arts

Learning in an IB school takes place best when the acquisition of knowledge and skills and the search for meaning and understanding occur in the context of exploring relevant content. Subjects must connect so they make sense from the learners' perspective and make the learning experience relevant for students. Unfortunately, due to lack of resources and understanding of collaborative learning environments, many teachers at EGMMS struggle to create relevant interdisciplinary lessons. Without relevant learning experiences, students tune out.

Interdisciplinary units are key to the success of IB implementation and sustainability. In a recent authorization visit, IB Organisation representatives noted that EGMMS's weakest areas of the MYP were planning and implementing interdisciplinary units. Under the direction of the site coordinator and the EGMMS arts team, new interdisciplinary units will strengthen the IB program and invite students into a vivid and relevant learning world connected by art.

The arts department will become a catalyst for engagement and connected interdisciplinary units of learning. Using a coordinated and agreed-upon emphasis on schoolwide guiding questions, book readings, and full-scale visual and performing arts productions each year, EGMMS arts teachers will lead and inspire faculty in other disciplines—such as Language A (English), Language B (Spanish), and humanities—to explore and expound upon a shared

relevant learning experience. Texts selected for study will guide schoolwide questions and discussion through integration across all arts disciplines, permeating the school’s culture.

The schoolwide guiding questions will tap into each of the eight MYP subject areas. In addition, all arts team choices in this proposal are focused on 21st-century skills: communication and global awareness, hands-on learning and relevance. Visual and performing arts teachers will receive additional IB training in the arts to help them make these cross-curricular connections. Arts enhancement strands are fully supported by the N.C. Standard Course of Study in Language A, Language B, and the humanities. The following table outlines samples of interdisciplinary arts units that may be used over the three-year grant timeline.

Table 17. New Interdisciplinary Arts Units at EGMMS

Essential Question	Interaction Area	Text	Arts Production	Community Partnerships
<i>What are you willing to tolerate?</i>	IB Learner Profile: Risk-taking and compassion	<input type="checkbox"/> <u>Maus I</u> <input type="checkbox"/> <u>Brothers in Hope</u> <input type="checkbox"/> <u>They Poured Fire from the Sky</u>	<u>I Never Saw Another Butterfly</u> by Celest Repanti	Long-term residency with Burning Coal Theatre Company

Essential Question	Interaction Area	Text	Arts Production	Community Partnerships
<i>Can you spare some change?</i>	AoI: Environment	<u>The Tempest</u> , by William Shakespeare	8 th grade interdisciplinary Shakespeare production: <u>The Tempest</u>	Ongoing community awareness through attending EGMMS productions

Essential questions will be schoolwide, yearlong motivators that will engage both faculty and students in relevant interdisciplinary learning. This initiative will also be supported by book groups, in which the entire school community of students and faculty read the same text. The schoolwide professionally led arts production—inspired by the theme of the year’s essential questions—will showcase both visual and performing arts at EGMMS. Parents and community will be involved in the creation of all EGMMS visual and performing arts events.

Quality professional development will strengthen current arts delivery at EGMMS and provide sustainability to the interdisciplinary initiative. All EGMMS arts staff will attend Howard Gardner’s Project Zero (PZ) summer training at Harvard University. This training will help teachers to create classrooms and instructional materials that address the demands of our rapidly changing world. During this one-week institute, teachers will examine many ideas and concepts relevant to the creation of powerful learning environments, including:

- Teaching for Understanding;
- Multiple Intelligences;

- Critical and Creative Thinking;
- Assessment as Learning;
- Learning in and Through the Arts;
- Interdisciplinary Teaching & Learning; and
- Making Thinking & Learning Visible.

PZ training will provide participating EGMMS teachers with a rich learning experience that will expand their repertoire of classroom techniques. The training will teach EGMMS teachers how to create learning experiences that are engaging and exciting for children. They will learn to use various frameworks to look analytically at their teaching and to make informed decisions about instruction. The structure of the PZ training will also allow for numerous opportunities to discuss and compare experiences with other PZ participants.

A significant aspect of enhancing the existing arts program at EGMMS will be the invitation to include *Resident Artists* in the program. Resident artists will be invited to perform, conduct student workshops, and provide a tangible role model for dance students. These artists will include an African pottery artist, an African American Dance Ensemble, and the North Carolina Center for South Asian Studies. The following resident artist descriptions provide an example of what will take place at EGMMS:

- **Chuck Davis African Dance Company:** This African American Dance Ensemble (AADE) will engage EGMMS students and faculty with their signature production entitled “*Finding the Dancing Ground: From Africa To America.*” Using traditional African dance, movement, social and cultural values to demonstrate and instruct students, AADE artist residents will include master dance classes, workshops, and community/public performances over four weeks. This program will be tailored to EGMMS’s area of

study and will be aligned to the N.C. Standard Course of Study.

- **North Carolina Center for South Asian Studies (NCCSAS):** The NCCSAS offers seminars, workshops and a speakers bureau, as well as concerts including music, dance and drama to K-12 faculty and students. The NCCSAS will also allow schools to access films and documentaries about South Asia, teaching modules, and other instructional materials, including digital resources for the study of South Asia.

In addition to inviting resident artists, EGMMS arts faculty will create opportunities for their students to attend cultural events in the community. Students will attend performances at Raleigh's Memorial Auditorium and exhibits at NCCSAS in Durham, the Akland Museum at UNC in Chapel Hill and Exploris Museum in Raleigh. In addition to student museum visits, EGMMS faculty will visit museums as part of the professional development to create interdisciplinary units. For example, the school will partner with the N.C. Holocaust Council and the entire faculty will visit the Holocaust Museum in Washington, D.C. This partnership and museum visit will provide guest speakers and resources to develop interdisciplinary units.

After-School Arts Workshops: The EGMMS Arts Department will invite students, staff, and families to participate in after-school arts workshops. These workshops will support EGMMS's overall theme and provide opportunities to learn about new areas of art and improve artistic techniques. The workshops will cover all the arts disciplines, such as pottery classes, sculpture classes, painting, dance, and chorus to a name a few. The following is an example of an after-school dance program:

- Tap: basic rhythm, movement, and production of sound;
- Jazz: vocabulary, technique, and jazz styles;
- Ballet: vocabulary and dance technique;

- Lyrical: combining ballet and jazz techniques to create emotion-centered dance;
- Flex & Stretch: conditioning the body through exercises with a focus on Pilates, yoga, and physical therapy;
- African Dance: upbeat, physically demanding techniques;
- Modern Dance: a range of creative movement set to music; and
- Hiphop: contemporary techniques combined with jazz.

Strand 2: Student Pre-Personal Project:

The ***IB Personal Project*** model is a requirement at the high school level for all MYP students as a program exit activity for Year 5 (10th grade). A Pre-Personal Project (PPP) is needed in grade 8 at EGMMS to support and, in many cases, teach three sets of core skills: polished oral communication skills; accurate, detailed research skills; and advanced technological skills. The PPP will enable all EGMMS students to develop these skills with an authentic learning experience. Five EGMMS faculty will attend IB Personal Project Training each year of the grant to facilitate the successful implementation of the PPP.

Students cannot successfully climb the ladder of formal education without the ability to access content and information. “The fact is, our young people are woefully under-prepared for the demands of today’s workplace,” says Ken Kay, president of the Partnership for 21st Century Skills. The PPP will address this educational obstacle by having the EGMMS students apply their technological and communication skills to real-world situations.

Pre-Personal Project Design: EGMMS students will begin the PPP process in 6th grade, when they will map out a vertical plan. In 7th grade, they will select a project topic whose subject can range from an original visual or performing art form to an invention, science experiment, or entrepreneurial business. Students will use the IB MYP Areas of Interaction as a tool to frame

the project, and they will use the IB MYP Technology Design Cycle to investigate, plan, create a product, and evaluate the outcome.

With the direction of the MSAP-funded technology coordinator/teacher, students will have the opportunity to work on their projects in an environment that supports “anytime/anywhere” learning. Converting the school to a wireless facility will provide students more flexibility to develop their projects. Students will be able to use a wireless laptop and work on their projects in groups in the classroom as well as in the media center or even outside in the courtyard. The wireless capability at the school will also be an attractive feature to potential magnet applicants.

The technology coordinator/teacher will also provide students access to various multimedia resources ranging from print to Internet, audio and visual resources, and interviews to create their project. Students will use new technology equipment, such as digital cameras, LCD projectors, wireless laptop computers, and video recording cameras to create their project and prepare their final presentation. Also, the addition of a MAC lab will support the use of graphic arts in the projects and provide software, iMovie and iDVD, to support the digital camera and digital video technology used throughout the PPP.

Students will take part in a Pre-Personal Project introduction and training session, conducted by the technology coordinator/teacher during their elective class. They will be introduced to the task, given proper instruction and deadlines, and trained in the use of technology they will need. They will have ongoing training and support from a mentor, who will guide them through the project for the entire school year. These mentors are vital to the success of the program. They will consist of EGMMS teachers, staff, and parents and they will participate in a two-day training session to help students on their projects. After end-of-the-year EOG testing, each 8th-grade student will present his or her project to a panel of advisors using a multimedia

presentation. The IB coordinator and site coordinator will organize the presentation schedule and design an assessment rubric using modified IB Personal Project criteria.

Students will store their PPP, along with all significant work from grades 6 through 8 on the school's Linux server. This server, used exclusively at EGMMS, will provide a substantial amount space to safely store all student work and project files. The culmination of student work and their projects will be combined to create an *Electronic Portfolio (EP)*. The EP will provide a means for students to reflect on the work they have accomplished during the course of middle school. The EP will help students decide the focus of their PPP, as well as document their growth from previous middle school years. The students' EP will follow them to their feeder high school, Garner International Baccalaureate Magnet High School (also a Project Renaissance school) as they continue the IB MYP program for years 4 and 5 (9th and 10th grades).

The PPP aligns with the N.C. Standard Course of Study in technology and English language arts. The English language arts curriculum goals of using "language to express individual perspectives through analysis of personal, social, cultural, and historical issues" (NCSCS English Language Arts Competency Goal 1), "using multiple sources of print and non-print information to explore and create research products in both written and presentational forms (NCSCS English Language Arts Competency Goal 2)," and exploring and analyzing the use of problem-solving solution process (NCSCS English Language Arts Competency Goal 4) are enhanced through the research and presentation portion of the PPP.

The Technology NCSCS stresses design and problem solving, technology assessment, technology systems, and integration in science, mathematics, social studies, and language and fine arts. The PPP will enhance the Technology NCSCOS through the product, written work, evaluation, technology requirements, and multimedia presentation.

Community Partnerships: The IB Coordinator and MSAP site coordinator will develop relationships with Gamer's business community to help students create their projects. Partnerships with retailers such as Lowe's, Home Depot and Belk's, as well as with law firms, medical centers and other professional offices, will be established to donate materials, sponsor projects, and work with students. These partnerships will also include universities in the surrounding area such as N.C. State, Shaw, University of North Carolina at Chapel Hill, and Duke. The MSAP site coordinator will engage professors and college students at these local universities to help students with their projects.

Strand 3: Intercultural Awareness:

IB MYP at EGMMS provides a rich curriculum framed by the MYP's five areas of interaction (approaches to learning, community and service, *homo faber*, environment, health, and social education). However, with rapid globalization of the Wake County community and the world in general, increased intercultural awareness is crucial for students' advancement and success in middle school, high school, and beyond. Thomas Friedman states in his book *The World Is Flat* that the people who will be successful in the 21st century are those who understand the emerging global infrastructure. EGMMS will broaden faculty and student global understanding by expanding intercultural staff training and student interaction with peers from another country. The following initiatives outline EGMMS's plan for increasing intercultural awareness and preparing students to participate in an increasingly interrelated world.

World View, an International Program for Educators: The World View program, sponsored by the University of North Carolina at Chapel Hill, provides teacher training that helps teachers prepare students to succeed in an interconnected world. The training will help EGMMS faculty integrate a global perspective into every subject area of the curriculum.

EGMMS faculty will have the opportunity to participate in annual symposia and seminars, international study visits, and annual partners' workshops.

As a World View partner, EGMMS will send a number of faculty members to a World View spring seminar and the organization's fall symposium. Seminar topics include: Hispanics/Latinos in the Carolinas, Teaching and Learning about South Asia, Islamic Africa, Middle East, and Sub-Saharan Africa. These ethnically diverse seminars and symposiums will better equip EGMMS faculty to work with the increasingly diverse school population, as well as increase their own international awareness of today's rapidly globalized society.

EGMMS will also send two faculty members annually on an international study visit through World View. Previous international study trips have been made to India, Mexico, China, Spain, Eastern Europe, South Africa, and Central America. Future trips are planned for Brazil, Senegal, and Turkey. Traveling and studying abroad will help EGMMS staff to understand cultures different from their own. Participating faculty members will share their experiences from the trip with the entire school staff.

As a World View partner, EGMMS will be eligible to receive individualized, in-house workshops for all faculty. Workshop topics include the following:

- Helping students appreciate linguistic and cultural diversity and the contributions of other peoples to world civilization;
- Preparing students to succeed in a global workforce;
- Teaching students how other languages and cultures interact; and
- Learning how cultural patterns give students insight into their own language and culture.

Center for International Understanding's North Carolina in the World: The mission of this suborganization of the Center for International Understanding is to create a statewide

collaborative effort to strengthen K-12 international education. The organization will establish a partnership between EGMMS and a school in Puebla, Mexico. Administrators and faculty from EGMMS will be paired with their Mexican partners to learn about Mexican education, and visits to Puebla will establish a foundation for designing collaborative student activities. Students from EGMMS will be able to communicate and collaborate on joint, themed projects with students in Mexico through web-conferencing and online correspondence. This partnership will remove the “local blinders” from school community members and give them a global view and perspective. The use of web-conferencing technology will also lead to a wide range of mutual learning activities, such as joint class projects and research opportunities, that will influence students and staff in powerful ways.

Center for International Understanding’s Latino Initiative for Educators: EGMMS’s participation in this initiative will help the school respond to needs of Hispanic/Latino students and the growth of the area’s Hispanic/Latino population. Through the *Latino Initiative for Educators* program, EGMMS will develop a better understanding of the impact of immigration on the personal lives of its Latino/Hispanic students and use this information to design an action plan with achievement goals. A vertical team consisting of faculty from EGMMS and GMHS, as well as administrators from WCPSS’s Central Office, will participate in a short-term immersion program in Mexico.

Orientation workshops and a follow-up workshop will provide learning and problem-solving opportunities that fit the educational challenges at EGMMS. The follow-up workshop will provide the time and resources to develop local plans and share best practices to address the challenges the schools’ face with the growing Latino/Hispanic student population. To build on the action plan that the initial team of faculty will create in year one of the grant, a smaller team

of faculty will continue the Mexico trip in subsequent years.

Language expansion: EGMMS currently offers only Spanish as part of IB. Since foreign-language proficiency is a primary focus of the IB program and one of the most beneficial means for EGMMS students to connect with the global community, the school will expand its language program to include French. A French teacher and all related supporting materials are necessary to make this language an option for EGMMS students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives as well as the enjoyment of being able to communicate in a language other than their mother tongue. The expanded menu of language offerings will help EGMMS model their IB mission, to equip students with the skills to succeed in a global society.

Also, EGMMS's Spanish program will be enhanced to provide the optimum level of language learning for students. Currently, the existing Spanish program has a deficit in content-related resources and materials. Spanish classrooms lack what they need to add enrichment and develop an understanding of the Spanish-speaking world. The addition of maps and other curriculum-related resources need to be added to each Spanish classroom.

As another component of the language expansion, EGMMS will offer a language exploratory course for 6th graders. This course will be similar to an Introduction to Linguistics course. Students will learn about the history of languages with links to Greek and Latin origins, as well as the origin of English, and the interconnectedness, similarities, and differences among several languages, such as Spanish, Italian and French.

Language Lab: Since daily second-language instruction is an IB MYP requirement, current Spanish teachers are challenged to provide a strong program to 30 students per class and a total of 150 students a day. Due to lack of resources, the existing foreign language program focuses

only on assessing reading and writing in Spanish, with no attention and resources to assess speaking and listening, the two most commonly used forms of expressing language.

Being able to assess students' speaking and listening will increase the rate of language acquisition and proficiency. With proper resources and materials, students will attain proficiency in speaking and listening to their second language, and be able to assess their own abilities as well as benefit from communicating with their peers. A state-of-the-art mobile language lab will open up a whole new level of language acquisition and proficiency at EGMMS. The lab will include appropriate sound recording and editing software and hardware consisting of headsets with microphones and functional sound cards to supplement EGMMS's only existing computer lab. In a school of more than 1,000 students with only one computer lab, the addition of a mobile language lab is vital. With equitable access to language resources, teachers can facilitate the acquisition and proficiency of foreign language.

Hispanic/Latino Community Outreach: EGMMS is experiencing a burgeoning increase in the numbers of Hispanic/Latino students. To better connect with the growing Hispanic population, EGMMS needs a site-based translator/Hispanic community liaison position. The person in this position will bridge the gap between the school and the Spanish-speaking community. For example, the translator/Hispanic community liaison will translate for Spanish speaking families visiting the school and during parent/teacher conferences. This person will also translate materials sent home from the school, such as newsletters, announcements, and PTA information. The Hispanic/Latino community liaison will be available to support teachers in their classrooms and will advance partnerships that the school needs to build in the Hispanic/Latino community.

The site-based translator/Hispanic community liaison position is also crucial to developing

partnerships with local Hispanic organizations and businesses to increase communication and develop a stronger relationship with Hispanic families. This person will create outreach opportunities for students and faculty with the following local organizations:

- **El Pueblo, Inc.:** EGMMS faculty will attend the Latino Issues Forum held by El Pueblo and share information and knowledge with the rest of the faculty. EGMMS students and faculty will attend the fall Fiesta del Pueblo, which focuses on cultural traditions, typical foods, community outreach and education. EGMMS students and faculty will also work with the Leamos Juntos program through El Pueblo and Wake County Smart Start, Inc., to meet literacy needs of low-income, low-literacy, first-generation, and limited-English-proficient Hispanic/Latino families with children under five years of age.
- **North Carolina's Society of Hispanic Professionals (NCSHP):** EGMMS students will have the opportunity to attend the Hispanic Educational Summit hosted by the North Carolina Society of Hispanic Professionals. The summit is an outreach program for 6th-12th graders, their parents, teachers, community leaders, school administrators, and Hispanic/Latino professionals. It provides a micro-forum to motivate Hispanic/Latino students to stay in school, excel in their studies, and pursue higher education.
- **Chapel Hill Institute for Cultural and Language Education (CHICLE):** CHICLE will also provide cultural training to EGMMS faculty and the Hispanic community. The institute provides informational seminars and workshops catered to the needs of the local Hispanic/Latino community.

Strand 4: Highly Qualified Teachers Trained for Student Academic Success

As students are encouraged to develop skills necessary for the 21st century, so, too, must teachers continuously improve and expand their knowledge base to better prepare students for

the expectations that await them in their high school and postsecondary careers. Teachers must learn and implement strategies to demonstrate cultural sensitivity in order to broaden international awareness and bridge the achievement gaps between various socioeconomic and culturally diverse student populations at EGMMS. Teachers will need support and training to broaden their knowledge base and strategies, including:

- **Wake County Mentor Training:** EGMMS experienced a 2005-06 teacher turnover rate of 36% and an influx of 41% initially licensed educators or teachers with 0-3 years teaching experience--percentages higher than both the district and the state averages. Teachers need support and encouragement to foster their desire to remain at WCPSS. A summer mentor program will assist veteran EGMMS teachers to acquire mentor status, and they, in turn, will mentor newer EGMMS teachers. Retaining energetic, caring, open-minded teachers who are flexible and eager to learn new things will benefit students.
- **National Board Certification Support:** Currently, 84% of EGMMS's 68 teachers are designated as highly qualified, 84% are fully certified, and 12% hold an advanced degree. Yet in a school district with more than 1,100 Nationally Board Certified teachers, only four at EGMMS are Nationally Board Certified. EGMMS teachers need encouragement and support to pursue National Board Certification. National Board Certification improves a teacher's skills in self-reflection, methodology development, and raising student levels of rigor and achievement. According to the National Board for Professional Teaching Standards (2006), National Board Certification recognizes achievement, strengthens and reaffirms teaching strategies, adds credibility to the teaching profession, represents the profession's highest standards, and positively impacts student learning.

A DAY AT EGMMS

Sibel’s bus ride takes her through the countryside to East Garner Magnet Middle School. She has always lived with her parents in the same small ranch house in rural Garner, but she’s visited many countries and cultures through her studies at the International Baccalaureate school. She has discovered interests and talents she never knew she had, and worlds she had never even imagined became real through the integration of the arts into the core subject areas.

Although her teachers have rigorous academic expectations, Sibel enjoys attending a school where all learning is related and interconnected. This year, EGMMS students are examining the essential question “What are you willing to tolerate?” and reading *Brothers in Hope*, the story of the “Lost Boys” of Sudan. In science class, she learned how every aspect of life is impacted by how we treat of the environment. Her art class invited a potter to share with students how land and people are depicted through the traditions and symbolism of African pottery. This week, her French class is taking place in the school’s Mac lab, where Sibel is researching French-speaking African cultures in preparation for selecting a topic for her Pre-Personal Project.

Last fall, Sibel attended International Peace Day, an event at Garner Magnet High School that was hosted collaboratively by WCPSS’s IB schools. That’s where Sibel met Gabi, a WCPSS high school student originally from Sierra Leone who now tutors Sibel in French. Thanks to their IB connection, the two friends plan outings to cultural sites, such as the N.C. Museum of Art and Exploris Museum in downtown Raleigh.

Her rich experience at EGMMS has made Sibel less apprehensive about the academic demands of high school. Her parents, who have lived their whole lives in rural North Carolina, are proud of Sibel’s achievements and connections to life outside their community. They know she has the skills and knowledge it takes to succeed in a changing and competitive world.

280.31 (c)(2)(i) Promote desegregation, including how each magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

At EGMMS, all students will acquire a sense of personal and cultural identity and a respect for themselves and others. Cultural arts enhancements to the existing IB MYP will develop lifelong learners who are inquiring, caring, and knowledgeable and will provide experiences to increase interaction among students of diverse backgrounds. Students will collaborate with their classmates of different racial and ethnic backgrounds through Pre-Personal Projects (PPP), interdisciplinary units, arts productions, and Hispanic/Latino outreach events.

Collaborative projects among students will be key components of the interdisciplinary arts units, arts productions, and the PPP. EGMMS faculty will promote intercultural awareness and understanding throughout these grant initiatives. A fundamental concept in the EGMMS program is intercultural awareness. With the staff international travel experiences and international school partnerships, EGMMS faculty will encourage students to consider multiple perspectives while learning about their own and other cultures. This approach will foster tolerance, respect, and empathy for the differences among people.

All students will have the opportunity to develop language skills in Spanish and French. As students develop fluency in Spanish, they will become adept at communicating with the growing Spanish-speaking population in Wake County and at the school. Language will no longer be a barrier for these students to interact socially with their Spanish-speaking peers and neighbors. The partnerships with local Hispanic/Latino organizations will expose students to people of

diverse backgrounds and broaden their cultural horizons. These partnerships will also strengthen and increase communication and interaction with Hispanic/Latino families at the school.

EGMMS faculty will benefit from extensive professional development on global issues. This training will raise their awareness of the needs of students from all social, economic, and racial backgrounds. Professional development through the Center for International Understanding and World View will address cultural concerns and heighten sensitivity to the needs of underrepresented groups. Participating faculty members will be expected to take the knowledge back to their school and spread awareness of global issues.

280.31 (c)(2)(ii) Improve student achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

Traditionally, reform efforts have focused on students with the greatest need or students who are below grade level—in North Carolina, this is defined as levels I and II on EOG tests. The EGMMS grant proposal will improve the achievement of *all* students, including those who struggle to achieve grade level and those who excel. The educational needs of the students at all points along the academic continuum must be addressed in order to increase the overall achievement of the schools and to further reduce the gap between minority and nonminority achievement levels. EGMMS will employ sound instructional approaches based on best-practices research. EGMMS faculty will undergo further training to ensure their understanding of these practices and the ability to apply them in diverse classrooms to meet the educational needs of all students.

EGMMS faculty will create strategies that support educational needs and improve

achievement of all students. Faculty will deliver these strategies with the highest level of expectation for all children. The following table summarizes the major strategies of the significant revisions that will be made to the magnet program at EGMMS.

**Table 18. Project Strategies that Implement Reforms
and Improve Student Achievement**

East Garner Magnet Middle School
Interdisciplinary Units - creating relevant learning experiences for students and encouraging students to make connections across subject areas.
Arts Integration - Developing critical and creative thinking in a rich and stimulating learning environment
Pre-Personal Project – accessing content and information in an authentic learning experience that incorporates inquiry and project-based learning and multimedia applications
Language Expansion (Spanish & French) - giving students access to a broader range of input, experiences and perspectives; and equipping students with the skills to succeed in a global society
Electronic Portfolios – offering new ways to communicate achievement and progress to parents and to assess student understanding
Hispanic/Latino Community Service Outreach - enriching students’ learning experiences through community services and projects
Cross-cultural Awareness – promoting international understanding and a respect for the variety of cultures

280.31(c)(2)(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State’s academic content standards and academic achievement standards or directly related to improving students’ reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to vocational, technological, and professional skills; and

Rigorous curriculum, challenging content, and high performance standards form the cornerstone of EGMMS’s significantly revised program. All instruction, as well as professional development, will be tightly aligned to the N.C. Standard Course of Study, thus having a positive impact on student performance in state, national, and systemic reforms. All new interdisciplinary units will be closely aligned with the N.C. Standard Course of Study. Throughout the MSAP grant, EGMMS will develop innovative educational methods and practices that meet identified student needs and interests and advance the success of the school with meeting state ABC and federal NCLB standards. The following table outlines these activities designed to ensure that EGMMS will reach its intended academic goals.

Table 19. Methods and Practices to Improve Academic Achievement

East Garner Magnet Middle School
Includes a Pre-Personal Project, an independent piece of work, that is a culmination of the students’ involvement in grades 6-8 of the MYP
Accentuates the interrelatedness of subject areas (social studies, English, arts, foreign language, etc) and their connections to the real world.
Establishes international connections in all subject areas, which increases knowledge of geography

Applies technology for research, communication, problem solving and retrieving and storing data
Creates relationships between school subjects and society through community partnerships
Develops Spanish and/or French literacy and communication skills among students
Encourages students to recognize commonalities and appreciate differences among people and cultures
Fosters critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs

280.31(c)(2)(iv) Encourage greater parental decision making and involvement.

Research on parental involvement indicates that parental participation has a positive effect on student academic achievement. In the article, *A New Generation of Evidence: The Family Is Critical to Student Achievement*, Anne Henderson and Nancy Berla state that the family makes critical contributions to student achievement from early childhood through high school. When parents are involved at school, children do better in school and stay in school longer (Henderson and Berla, 1994). EGMMS believes they can best serve the needs of their students by increasing the involvement of the family in the education of the whole child.

To maintain and encourage this positive network of communication between school, parents and staff, EGMMS will build on the traditional strategies of parental involvement, such as parent-teacher-student association meetings, traditional parent-teacher student-conferences, and invitations to participate on school or district advisory committees. EGMMS will implement the following new strategies to enhance parent involvement and strengthen the link between the home and school environments.

Table 20. Parent Involvement at EGMMS

<p>Parent Involvement at East Garner Magnet Middle School: International Baccalaureate Middle Years Programme</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supporting marketing and recruitment activities <input type="checkbox"/> Mentoring students throughout their Pre-Personal Project <input type="checkbox"/> Volunteering at schoolwide arts productions <input type="checkbox"/> Tutoring non-native English-speaking students <input type="checkbox"/> Participation in Hispanic/Latino outreach events <input type="checkbox"/> Volunteering in the language lab to improve student services and resources <input type="checkbox"/> Organization of a technology parent committee
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280.31(2)(d) Budget and resources.**280.31 (d) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget of the project, including—**

The following section addresses the adequacy of facilities that Project Renaissance will utilize, the adequacy of equipment and supplies that the project will use, and the adequacy and reasonableness of the budget in relation to the objectives of the project. Descriptions of budget and resources are supported by the budget detail and budget narrative provided in Part II.

No pre-award costs are budgeted in this grant. All pre-award costs have been assumed by the school district to this point in time. Should an MSAP grant award be made, the school district will seek to recover expenses incurred after July 1, 2007, that fall within three months of the start of the performance period and that were budgeted for in the grant proposal.

280.31 (d)(1) The adequacy of the facilities that the applicant plans to use;

Each of the three Project Renaissance schools has adequate facilities to house the proposed projects. Schools have sufficient capacity for projected student enrollment and project activities. Space is available to house the additional staff and planned activities in classrooms, resource centers, or lab settings that support the integration of curriculum and the infusion of technology as described in school plans. Current facilities can also accommodate the planned enhancements envisioned for each school.

Nonconstruction facility renovations/enhancements for Project Renaissance are budgeted in Year 1 at two project schools and in Year 2 & Year 3 at one of the schools. Facility enhancements in Year 1 will include renovating the existing auditorium at GMHS and converting four traditional classrooms to New Tech classrooms at SRMHS. Facility enhancements in Years 2 and 3 will involve continuing the phase-in of New Tech classrooms at

SRMHS. In every instance, facility enhancements to support Project Renaissance initiatives are coordinated in close alignment with the district's Plan 2004 and Capital Improvement Plan (CIP) 2006, which outlines renovations at many of the district's 147 schools. WCPSS's commitment to its magnet schools is underscored by extensive renovations completed at East Garner Magnet Middle School in 2000 and the construction of Southeast Raleigh Magnet High School, which opened to students in 1997.

Of the three Project Renaissance schools, only one is currently undergoing a major construction project. Garner Magnet High School will complete Phase Two of a major project in 2007-08 of the grant. This project includes opening a 9th grade center in the first year of the grant. This center will add an additional 16 classrooms to the high school as a solution to opening more available seats.

Nonconstruction enhancements to existing facilities, identified in the following text, ensure the adequacy of the facilities to successfully implement Project Renaissance. Enhancements to the existing facility are coordinated with Plan 2004 and CIP 2006, an extensive WCPSS capital improvement plan. The following nonconstruction enhancements will support the significantly revised theme at all three Project Renaissance schools.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL:

CENTER FOR LEADERSHIP AND TECHNOLOGY

Enhancements to the existing facility in support of the significantly revised theme and programmatic strands include:

- Updating the technological infrastructure to support wireless capabilities and adding a Linux server;
- Converting traditional core classrooms to New Tech classrooms that support

collaborative learning outfitted with furniture, such as FlipIt computer tables and conference tables;

- Creating a Non-linear Lab - with cameras, mixers, lights, booms, cables, workstations, and software;
- Creating a Graphics Lab with high-end workstations, scanners, cameras, and Giclee printers; and
- Outfitting the existing lobby as a New Tech Learning Lobby, with nontraditional seating for collaborative learning and access to the wireless network.

GARNER MAGNET HIGH SCHOOL:

AN INTERNATIONAL BACCALAUREATE HIGH SCHOOL

Enhancements to the existing facility in support of the significantly revised theme and programmatic strands include:

- Upgrading the existing auditorium with new stage lighting, refurbished chairs, stage floor, stage curtain, and floor lighting;
- Creating a lobby floor to represent the school's global theme;
- Upgrading technology capability in the classrooms to support web conferencing; and
- Outfitting the existing lobby as a Cultural Learning Lobby conducive to small group cluster seating and displaying cultural art/materials.

EAST GARNER MAGNET MIDDLE SCHOOL:

AN INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

Enhancements in support of the IB MYP/interdisciplinary arts theme and programmatic strands include:

- Adding wireless capabilities throughout the school to expand technology capacity;

- Outfitting the existing lobby as a Cultural Learning Lobby, conducive to small-group cluster seating and access to the wireless network;
- Upgrading technology capability in the classrooms to support web conferencing;
- Converting a portion of the existing computer lab to a language lab;
- Adding a Mac Lab to support student projects; and
- Adding a Linux server to store all student work and portfolios.

Essential facility enhancements in Project Renaissance are closely coordinated with implementation of the district's capital improvement plan. Because of tremendous growth in the district, nonconstruction facility enhancements necessary to fulfill the requirements of this project will not be available absent the MSAP grant. MSAP staff will work closely with WCPSS Facilities Planning Department to ensure that timing of nonconstruction enhancements is appropriate and that WCPSS will be a good steward of grant funds. Coordination with capital improvement ensures that funds for Project Renaissance supplement rather than supplant design features at these schools, especially as they relate to the significantly revised magnet themes and programmatic strands identified for these schools.

280.31(d)(2) The adequacy of the equipment and supplies that the applicant plans to use;

and

This proposal describes plans for the acquisition of adequate equipment and supplies to accomplish the goals of the project. Each of the project schools has developed an extensive list of equipment and supplies needed to support the significant revisions. The equipment and supplies enhancements at all three Project Renaissance schools include the following.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL:**CENTER FOR LEADERSHIP AND TECHNOLOGY**

- Gigabit fiber switches and infrastructure to support the school's technology upgrade;
- New Tech classroom technology such as wireless laptops, Thin client workstations and software such as Adobe CS3;
- MAC computers and software (3D Studio Max, Macromedia, Digital music) to support student training in the digital arts and graphics;
- Adventure hardware leadership and team building materials to support student group cohesion activities;
- Steven Covey manuals, workbooks, and planners to support leadership training; and
- Marketing and recruiting materials such as brochures and DVDs.

GARNER MAGNET HIGH SCHOOL:**AN INTERNATIONAL BACCALAUREATE HIGH SCHOOL**

- Musical instruments, CD and DVD libraries, arts course materials, and props and costumes to support the arts expansion;
- Expansion of media resources such as cultural arts books, media, and CDs;
- Technology equipment to support the China school partnership;
- Visual arts camp painting, sculpture, metalwork, and pottery materials;
- After school tutoring materials such as dry erase boards, notebooks and workbooks;
- Leadership Advisory materials; and
- Materials for trainings and workshops such as books for the workshop Understanding the Latino Culture.

EAST GARNER MAGNET MIDDLE SCHOOL:**AN INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME**

- Technology equipment for grant-funded staff – such as laptops, computers and software;
- Mac Lab technology - iMac units, Mac Pros, iMovie, and iDVD;
- School-wide technology expansion with LCD projectors, digital cameras, Wireless laptops, laser printers, video cameras, and scanners;
- Language materials to support the language lab and Language Exploratory Course materials – software, dictionaries, headsets and microphones;
- Arts equipment and materials to support the arts music, dance, theatre and visual arts expansion and interdisciplinary arts units – such a baby grand piano, acoustic panels;
- Texts to support the schoolwide interdisciplinary student book study groups; and
- Technology to support the Mexico school partnership.

280.31(d)(3) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

The purchase of equipment proposed by this project will be conducted following state guidelines for competitive bidding. The budgets for equipment proposed for Project Renaissance were developed using vendor-supplied information and represent the most current prices. If the district is awarded grant funds, it will submit equipment specifications for all hardware items, installation, training, and all other peripherals necessary for competitive bid as appropriate. The district will follow all state fiscal regulations in letting and awarding bids for planned equipment purchases. Determination of equipment and supply needs was made at the school level and represents discussions of how best to implement the MSAP purposes at the three school-based

projects. School-based planning for these requests included many hours of discussion with district curriculum, technology, and media services staff.

Expenditures for equipment and supplies are primarily for the arts and technology. The technology items include adding a wireless infrastructure, servers, workstations and/or laptops, and web conferencing capabilities with international schools. The arts department equipment and supplies consist of musical instruments, visual arts supplies, dance props and costumes, and a theatrical library.

WCPSS will provide assistance to all project schools so that they may accomplish the following:

- Develop communication networks between home, school, and community;
- Ensure e-mail and Internet access for all students and instructional staff;
- Provide multiple subscriptions to online resource publications and databases;
- Use portable technology (e.g., laptops and handhelds) for lab simulations and field experiences;
- Install interface devices for scientific research;
- Access interactive data/video such as DVD technology and streaming video technology;
- Establish a user-friendly, state-of-the-art media information and service hub, including electronic encyclopedias and databases, visual archives, and links to remote libraries; and
- Provide ready access to web-conferencing and other distance-learning opportunities.

The proposed budget is reasonable to achieve the stated objectives for the project and is cost-effective for the benefits to be gained and the number of students to be served. The adequacy and reasonableness of the budget in relation to the scope of the project will be described in the following sequence:

- The scope of the project as defined by the number of students served by programs in each school, and
- The distribution of project resources among the project schools.

WCPSS proposes to implement a project of significant complexity that will directly affect approximately 8,000 students in the three project schools over the performance period of the grant. In the project plan, through the support and commitment of WCPSS resources, students are directly affected as early as opening day of the 2007-08 school year. Further, plans for training teachers will begin before announcements of the grant awards are made. Costs of this training are included in the MSAP budget proposal with the expectation that if grant funds are awarded, the district will receive repayment, so long as these activities occur within the three-month period before the start of the grant award. In any case, the costs of summer training in 2007 represent significant WCPSS contributions to the plan for the project schools before there is knowledge of whether or not funds will be forthcoming.

As described in Quality of Project Design, programs at each school are expensive to initiate and require significant levels of funding to implement them adequately. WCPSS is firmly committed to the success of all its schools, the best use of its facilities, and the concept that magnet schools make the whole district strong. With WCPSS budgets becoming increasingly austere because of population growth, MSAP funds will be necessary for full achievement of project objectives and fulfillment of the district's commitment to provide quality school choices.

In identifying the students who will be affected by this grant, school administrators projected the number of students to enroll in Project Renaissance schools over the three-year period of the grant. It is expected that an estimated 8,000 students will attend the three Project Renaissance schools during that period. The numbers of students affected year-by-year and cumulative

numbers of students in the magnet project schools are displayed in the following table.

Table 21. Projected Student Impact of Project Renaissance

School	New or Revised	Timeline			Students Affected		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
SRMHS	Revised	Implement			2,056	2,132	2,232
GMHS	Revised	Implement			2,265	2,348	2,459
EGMMS	Revised	Implement			1,033	1,069	1,131
Total Number of Students Impacted					5,354	5,549	5,822

The magnet programs at all three project schools are whole-school programs and can be expected to impact all students in each school. From the 280.20 tables included with this proposal, it is estimated that more than 5,000 students will be enrolled at the three schools in each year of the grant. Estimating conservatively that 5,000 students will be impacted each year, and considering only the MSAP funding being sought by WCPSS, a per-pupil cost can be derived for each year of the grant. This estimated cost ranges from approximately \$795 per student in the first year to approximately \$485 per student in the third year. By comparison, WCPSS receives almost \$7,000 per pupil per year from local, state, and federal sources other than the MSAP program (based on the 2004-05 year and excluding child nutrition funds). The \$485 to \$795 per student per year sought through this MSAP proposal in support of the significant revisions planned as aligned with the six MSAP purposes and measurable outcomes described is an exceptionally reasonable and prudent request. Moreover, this per-pupil amount is consistent with national standards for start-up and operational costs associated with significantly revised magnet school programs.

Each of the school projects represents decision making at the school level. School teams have carefully studied needs as they relate to the six MSAP purposes and have developed proposals defining those needs matched with the necessary budget items. School proposals have been designed to bring together students from diverse socioeconomic, ethnic, and racial backgrounds and achievement levels and represent the dedication of a large number of educators to the fundamental goals of sound educational innovation, as well as the six purposes of MSAP.

Final school budgets, as they appear in the budget details of this document and are summarized in the following table and reflect an appropriate distribution of funds across school sites, as aligned with these factors:

- The extent of the school's significant revision;
- Whether the school is a middle or high school;
- The number of students served;
- The complexity of proposed objectives; and
- Requirements in terms of personnel, training, and equipment to ensure successful implementation of the theme and programmatic strands.

The budget is based on realities that programs at high schools are initially more expensive to implement than programs at middle schools, and that programs at schools with large numbers of students and staff are more expensive to implement than programs at schools with smaller numbers of each. In addition, programs with an emphasis on technology are more expensive to implement than arts programs. Consequently, SRMHS's Leadership and Technology program is allotted the largest percentage of the budget, while GMHS and EGMMS are allotted comparable amounts of funding.

Table 22. Budget Request by School and Central Operations

SCHOOL	New/ Revised	TIMELINE			FUNDING			TOTALS
		Yr	Yr	Yr	2007-08	2008-09	2009-10	
		1	2	3				
SRMHS	Revised	Implement			\$1,631,620	\$888,547	\$778,056	\$3,298,223
GMHS	Revised	Implement			\$1,104,169	\$666,247	\$623,120	\$2,393,536
EGMMS	Revised	Implement			\$719,453	\$962,099	\$573,289	\$2,254,841
Central Operation Support					\$519,277	\$451,931	\$456,552	\$1,427,760
Totals					\$3,974,519	\$2,968,824	\$2,418,519	\$9,374,360

In addition to a reasonable total budget for each project school, the breakdown by budget category at the school level, as seen in the next table, indicates that the greatest expenditure is for personnel, followed by equipment. (This too is reasonable for the purposes of the MSAP grant, as these two categories most directly affect students and student achievement, and are especially attractive features for diverse populations. Families of WCPSS students want to know that their children will receive high-quality and individualized instruction and that they will have access to the most current of state-of-the-art technology, whether this be computers or musical instrumentation.

Table 23. Budget Request by School by Category

Budget Category	SRMHS	GMHS	EGMMS	Totals
Personnel	\$636,399	\$775,981	\$742,138	\$2,154,518
Fringe Benefits	\$135,373	\$170,598	\$163,774	\$469,745
Travel	\$60,907	\$156,353	\$164,278	\$381,538
Equipment	\$448,437	\$30,128	\$290,958	\$769,523
Supplies	\$1,074,786	\$584,631	\$727,893	\$2,387,310
Contractual	\$788,300	\$556,879	\$73,400	\$1,418,579
Other (including indirect costs)	\$154,021	\$118,966	\$92,400	\$365,387
Totals	\$3,298,223	\$2,393,536	\$2,254,841	\$7,946,600

Proper and efficient administration of Project Renaissance is critical to success; however, only 12% of the total project budget is directed toward central-operations coordination and support. Appropriately, most of the Project Renaissance budget is expended at the three schools in support of staff and student project objectives.

The resources required to implement the project objectives and outcomes as well as the MSAP purposes are substantial. Benefits of implementing the Project Renaissance objectives will be new and innovative programs, high-quality teachers, and increased student achievement. Benefits to schools include state-of-the-art equipment, enriched learning materials, extensive teacher training, and additional staff to enhance the success of a customized learning approach to ensure that all students meet higher standards. The three project schools will be held to the high standards formulated by the systemic reform efforts under way in North Carolina, as well as

those of NCLB.

Finally, new recruitment strategies will ensure that Wake County’s growing community is better informed about the choices that magnet schools offer. Comprehensive and targeted student recruitment plans will be implemented at the district level and personalized for school settings. Those plans will effectively inform parents and students of the choices available through the new magnet themes infused with rigorous curriculum, accelerated learning, integrated technology, higher student standards, and interdisciplinary teaching methods. Equipped with a sure knowledge of the magnet programs available and the benefits they offer, WCPSS students and parents at all schools—particularly low-performing schools—will be able to make informed decisions about each child’s educational future.

280.31 (e) Evaluation Plan

The Secretary determines the extent to which the evaluation plan for the project—

The Project Renaissance evaluation plan is carefully designed to gauge the effectiveness of the significantly revised magnet themes at Southeast Raleigh Magnet High School (revised and expanded leadership and technology), Garner Magnet High School (cultural arts, extended world languages, and IB), and East Garner Magnet Middle School (intercultural awareness, expanded IB MYP, and interdisciplinary arts). The significantly revised themes for these schools will bring together students from differing economic, social, ethnic, and racial backgrounds and raise achievement for all groups. These themes will offer expanded choice options for WCPSS parents and students and will be supported by the development of new curriculum units and innovative instructional approaches. Each school faculty will participate in professional development designed to produce and nourish *high-quality* teachers. Schools will strive to increase the number of faculty members who meet the NCLB standard for *highly qualified* teachers, and increase the number of teachers who are certified by the National Board of Teacher Certification. This will build capacity to ensure that schools in the project continue to operate successfully after federal funding ends.

280.31 (e)(1) Includes methods that are appropriate for the project;

The evaluation plan includes methods appropriate for the project and capable of determining the level of success in meeting its outcomes, particularly the goals for desegregating schools, building capacity, and improving academic achievement. Methods incorporated into the plan are objective and will provide quantifiable data as well as qualitative information about the project. The plan also reflects the Secretary's three nationwide performance measures:

- (a) At each MSAP project school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation in each year of the MSAP grant.
- (b) At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's adequate yearly progress (AYP) standard in each year of the MSAP grant; and
- (c) Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends.

At the end of each year of the project, summative evaluation results will be compiled in an annual performance report for the U.S. Department of Education. Performance reports will also be shared with central office staff and with administrators and all staff at project schools. The grant-funded evaluator will serve as a resource to help project staff discuss evaluation findings with teachers at their schools through staff, departmental, grade-level, and team meetings. Evaluation information will be used formatively as well as summatively. Across the three years of Project Renaissance, staff members will receive periodic reports that will enable them to recognize and replicate successes, identify areas needing improvement, and develop plans to ensure that continuous improvements occur.

DATA COLLECTION AND ANALYSES

Appropriate data to evaluate the project will be collected from a variety of sources. The type of data utilized will depend on the measures used to assess the project's performance in meeting its objectives. Types of data to be utilized in the evaluation include the following.

- **Student enrollment and magnet application data:** Data on student enrollment at the three project schools by grade and race/ethnicity will be collected and analyzed in

October of each project year. Data on the magnet application and selection process disaggregated by race/ethnicity will be collected and analyzed in April of each project year.

- **Academic data:** Student results on North Carolina's End-of-Course (EOC) exams will be analyzed for the two project high schools in June and July of each project year.

Beginning with 9th grade students in 2006-07, new state accountability standards require all students to demonstrate proficiency in five subject areas: Algebra 1, English 1, Civics, US History, and Biology in order to graduate high school. School and grade-level data from all of these sources will be reported in the aggregate and then disaggregated by NCLB race/ethnicity categories. For the middle school, student results on End-of-Grade (EOG) exams in reading and math will be analyzed. EOC and EOG tests are included in the state's ABCs accountability system, which is described in section 280.31(e)(3). The growth and performance composites of the ABCs will be an important component of this evaluation, as will schools' adequate yearly progress (AYP) outcomes for NCLB.

- **School records, documents, and site visits:** The evaluator will review school records and meeting agendas; professional development content outlines, attendance lists and session evaluations. S/he will conduct periodic school visits and classroom observations to determine whether the theme is appropriately reflected in the school environment and in individual classrooms. Each year, coordinating teachers will compose implementation plans that document their strategies for setting up and completing project-related activities. The evaluator will examine these plans in relation to the project objectives. The implementation plans will be supplemented by coordinators' annual narrative reports describing progress made by their schools in accomplishing the purposes and objectives

of the project. Progress in developing new curriculum units/courses will be tracked to assure that schools complete the required number of units/courses. A panel of experts will review each new product for alignment with the N.C. Standard Course of Study, and curriculum specialists along with the director of magnet curriculum will make recommendations for revisions or final approval.

- **Leadership and core team activities:** Site coordinators and teachers will meet as a leadership team twice each month in Years 1 and 2 and once each month in Year 3. The magnet grant project coordinator, project evaluator, recruiter, and budget analyst will participate in these meetings as appropriate. Through leadership team meetings, project staff members will become familiar with the project objectives and outcome evaluation requirements. They will share information and plan short- and long-term strategies. Numerous professional development activities will be scheduled to expand team members' capabilities as leaders and educational innovators. Leadership team members will, in turn, be asked to form a core team at their school consisting of themselves, the principal, and other key administrators and teachers critical to the success of the project. Core teams will meet at each school on a quarterly basis, with the project coordinator, project evaluator, and recruiter in attendance. These meetings will serve to keep the theme in focus and solve problems that may occur in the school in implementing the project.

As explained in the Quality of Personnel section, a full-time evaluation specialist will be employed for Project Renaissance. This individual will be a member of the WCPSS Evaluation & Research (E&R) Department, which is headed by the WCPSS assistant superintendent for evaluation and research. The E&R senior director of program accountability will provide

supervision and consultation for the position. Placement in the E&R Department, rather than within the magnet programs administrative structure, will assure the ability of the evaluator to make objective judgments about magnet schools. This structure will also give the evaluation specialist a much better communication and resource network than would exist for an independent contractor. For example, s/he will have access to the expertise and experience of other professionals within the E&R Department. There will be technical and computing support as well as ready access to key enrollment, testing, and survey data files. Participation in E&R Department staff meetings will keep the evaluation specialist abreast of techniques to enhance the evaluation. E&R staff will review draft documents to comment on the effectiveness of evaluation methods, appropriateness of data analysis procedures, and clarity in communicating findings.

The evaluator will be easily accessible centrally and at the three schools to provide on-going formative evaluation information. S/he will also provide support to magnet staff in disseminating and discussing summative evaluation results from the annual performance reports.

The evaluation specialist will structure and coordinate evaluation activities with site-based and central office personnel and will develop and maintain a database to track evaluation procedures and results. S/he will be responsible for all phases of the evaluation: finalizing the evaluation plan and calendar; working collaboratively with E&R and project staff to develop, pilot, and implement surveys, observational checklists, and any other instruments needed; collecting and analyzing data; writing reports; and disseminating results in a timely manner to all appropriate audiences. In addition to knowledge of survey research, this individual will have experience in gathering and structuring narrative information and in applying qualitative methods to analyze the qualitative data. S/he will also be well qualified to conduct statistical

analyses of aggregate and disaggregated data from state tests. This individual will possess a thorough understanding of the state ABCs accountability system and the federal NCLB AYP standards.

EVALUATION QUESTIONS AND DATA SOURCES

Data collection strategies will be guided by the key project evaluation questions as stated in the *Evaluation Crosswalk* (adapted from O’Sullivan, 1991) on the next page. The questions were formulated using MSAP purposes and performance measures outlined in *Magnet Schools Assistance Program Performance Measures Guidebook Draft* (Windwalker Corp., 2005). The following crosswalk matrix indicates overall proposed data collection strategies for responding to each of the evaluation questions. In some cases, multiple data sources are used to triangulate data gathering and to accumulate information from a variety of sources.

Table 24. Evaluation Crosswalk for Project Renaissance

- Data Sources:*
- 1 - District Enrollment Data
 - 2 - District Magnet Application Data
 - 3 - District Academic Data
 - 4 - Site Visits/Observations
 - 5 - Surveys
 - 6 - Other Relevant Documents

<u>EVALUATION QUESTIONS</u> Note: Questions are aligned with project outcomes.	Data Sources					
	1	2	3	4	5	6
DESEGREGATION AND CHOICE						
1.1. Did the project schools reduce minority enrollment percentages?	X					X
1.2. Did the student applicant pool reflect a racial and ethnic composition that, in relation to the total enrollment of the project schools, would reduce minority isolation?	X	X				

1.3. Did minority enrollment percentages in feeder schools increase above the district minority enrollment percentage for the grade levels served by the project schools?	X					
1.4. Did the number of students in the student applicant pool increase from the previous school year?		X				X
3.1. Did innovative educational methods and practices promote diversity in the project schools?	X				X	X
3.2. Did innovative educational methods and practices increase choices in the project schools?				X	X	X
BUILDING CAPACITY	1	2	3	4	5	6
5.1. Is the MSAP school still operating its magnet program at a high performance level, and meeting or exceeding State standards three years after Federal funding ends.						X
5.2. Did teachers at project schools implement instructional content and strategies learned through magnet-related professional development activities?				X	X	X
5.3. Did the project schools increase the number and percentage of highly qualified teachers?						X
ACADEMIC ACHIEVEMENT OF STUDENTS	1	2	3	4	5	6
2.1. Did the program at the project schools assist in achieving systemic reforms?					X	X

2.2. Did the program assist the school in meeting or exceeding State student achievement standards and attaining the AYP standard?	X		X			
2.3. Does the magnet curriculum at project schools align with North Carolina's Standard Course of Study?						X
4.1. Did students from major racial and ethnic groups at project schools meet or exceed North Carolina's AYP standard?	X		X			
4.2. Did each project school meet or exceed North Carolina's AYP standard?	X		X			
4.3. Did students at the project schools demonstrate gains on assessments of core academic subjects?	X		X			X
6.1.1 Do all students have equitable access to high-quality education?	X			X	X	X
6.1.2. Are all students prepared to succeed academically and continue with post-secondary education and employment?	X				X	X

280.31(e)(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement;

The intended outcomes of Project Renaissance, including goals for desegregating schools, building capacity and increasing student achievement, are aligned with the six MSAP purposes and project objectives. Based on objectives written expressly for the project and related to the six

MSAP purposes, the annual benchmarks are calibrated sequentially, for instance, with lower levels of minority group isolation and higher levels of achievement expected each year. A complete listing of the objectives and outcomes for each participating school is provided in Quality of Project Design. The use of annual evaluation benchmarks clearly specifies the levels of success required at each school so that Project Renaissance will attain its intended outcomes by June 30, 2010.

Benchmarking will make it possible to determine the level of success in meeting project outcomes each year. Because each benchmark is linked to a specific project objective and, through that objective, to an MSAP purpose, the relationship of benchmark successes (or shortfalls) to the overall intention of MSAP is clear. This information will inform the planning process for each subsequent year. Staff members centrally and at each school will have a picture of strengths and weaknesses, enabling them to continue or expand effective approaches and improve or eliminate ineffective ones. Benchmarks will also be effective in providing data for the Secretary’s three performance measures. The outcomes that Project Renaissance intends to achieve are delineated through annual benchmarks in the table that follows.

Table 25. Project Renaissance Outcomes and Targets

DESEGREGATION AND CHOICE				
Outcome 1.1: Each MSAP project school achieves its projected annual enrollment percentage change to reduce or eliminate minority group isolation (MGI).				
	School Minority Enrollment %			
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High <i>(Reduce MGI)</i>	68.8%	72.6%	69.6%	65.6%
b. Garner High	59.5%	61.1%	58.1%	54.1%

<i>(Reduce MGI)</i>				
c. East Garner Middle	76.7%	73.5%	70.5%	66.5%
<i>(Reduce MGI)</i>				
Outcome 1.2: [MSAP Performance Measure (a)] At each MSAP project school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation in each year of the MSAP grant.				
	2006-07	Applicant Pool Nonminority %		
	School Nonminority %	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	31.2%	33%	40%	45%
b. Garner High	40.5%	45%	50%	55%
c. East Garner Middle	23.3%	30%	40%	50%
<input type="checkbox"/> <i>Applicant Pool Targets for 2008-09 and 2009-10 will be adjusted when annual school enrollment figures become available. For each year, the nonminority target percentage will be greater than the percentage of nonminorities enrolled at the school.</i>				
Outcome 1.3: In each year of the MSAP grant, minority group enrollment at each feeder school affected by the three MSAP project schools does not increase above the district enrollment percentage for the grade levels served by the magnet schools because of the magnet schools.				
	Number of Feeder Schools	Target Ratio for Each Year of Grant		
a. SE Raleigh High	23	0/23		
b. Garner High	7	0/7		
c. East Garner Middle	10	0/10		
<input type="checkbox"/> <i>For each year of the project, enrollment at each feeder school will be examined to determine if there was an increase in minority enrollment, and whether it was greater than the rate for the district.</i>				
<input type="checkbox"/> <i>For identification of feeder schools and their baseline minority enrollment percentages</i>				

and annual enrollment projections, see the Desegregation Tables.

Outcome 1.4: At each MSAP project school, the number of students in the student applicant pool increases annually.

	Number of Magnet Applications			
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	485	550	625	700
b. Garner High	50	80	130	200
c. East Garner Middle	61	90	140	200

Outcome 3.1: WCPSS will develop and implement innovative educational methods and practices at each MSAP project school that ...promote diversity in the school and its programs.

Percentage of Students Participating in Magnet Theme-Related Curricula and Activities

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High (leadership & technology)	50%	75%	100%
b. Garner High (IB & cultural arts)	50%	75%	100%
c. East Garner Middle (IB MYP, intercultural awareness, & interdisciplinary arts)	50%	75%	100%

Outcome 3.2: WCPSS will develop and implement innovative educational methods and practices at each MSAP project school that increase choices in the school and its programs ...

Percentage of Teachers Implementing Innovative Methods and Practices

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	25%	50%	100%
b. Garner High	25%	50%	100%
c. East Garner Middle	25%	50%	100%

BUILDING CAPACITY				
Outcome 5.1: [MSAP Performance Measure (c)] Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends.				
Schools Continuing Magnet Program and Meeting State Standards				
In 2012-13 School Year	Still a Magnet Program?	Meets State Standards?		
a. SE Raleigh High	Yes	Yes		
b. Garner High	Yes	Yes		
c. East Garner Middle	Yes	Yes		
Outcome 5.2: Teachers at each MSAP project school implement instructional content and strategies learned through magnet-related professional development activities.				
% of Teachers Using Strategies Learned from Magnet-related Professional Development				
	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	
a. SE Raleigh High	25%	50%	100%	
b. Garner High	25%	50%	100%	
c. East Garner Middle	25%	50%	100%	
Outcome 5.3 Classes at project schools are taught by highly qualified teachers.				
% of Classes Taught by Highly Qualified Teachers				
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	86.4%	90%	95%	100%
b. Garner High	86.3%	90%	95%	100%
c. East Garner Middle	82.0%	90%	95%	100%

ACADEMIC ACHIEVEMENT OF STUDENTS					
Outcome 2.1: Each school will implement a significantly revised magnet theme to assist the district in achieving national, state, and local reforms.					
Percentage of staff familiar with systemic reforms at the school					
	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>		
a. SE Raleigh High	50%	75%	100%		
b. Garner High	50%	75%	100%		
c. East Garner Middle	50%	75%	100%		
<i>* Annual performance reports will contain a description of reforms and implementation.</i>					
Outcome 2.2: The significantly revised magnet theme will assist the school in meeting or exceeding State student academic achievement standards and attaining the AYP standard of the federal NCLB legislation. (Also, see Outcome 4.1)					
Percentage of Students Who Meet or Exceed Expected Growth on EOC/EOG Exams					
	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	42.5%	44%	50%	60%	70%
b. Garner High	44.8%	46%	52%	62%	72%
c. East Garner Middle	50.9%	53%	60%	70%	80%
Outcome 2.3: A reform-based curriculum for the significantly revised magnet theme at each school will be finalized and will reflect challenging State academic content standards and student academic achievement standards.					
New Curriculum Units Aligned with NCSCS					
	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>		
a. SE Raleigh High (Project-based	3	3	3		

Learning (PBL) units)			
b. Garner High (cultural arts courses)	3	3	3
c. East Garner Middle (interdisciplinary units)	1	1	1

Outcome 4.1: [MSAP Performance Measure (b)] At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina’s AYP standard in each year of the MSAP grant.

Ratio and % of Schools Achieving AYP for All Racial/Ethnic Groups

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
3 Project Schools	0/3	Not Available	3/3 (100%)	3/3 (100%)	3/3 (100%)

□ *The narrative section of the annual performance report will also examine the number and percentage of AYP targets met by the school, and the performance of NCLB student subgroups.*

Outcome 4.2: MSAP project schools meet or exceed North Carolina’s AYP standard in each year of the MSAP grant.

Ratio and % of Schools Achieving AYP

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
3 Project Schools	0/3	Not Available	3/3 (100%)	3/3 (100%)	3/3 (100%)

Outcome 4.3: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects.

**Annual School Performance Composites
% of EOC/EOG Exams in Core Subjects at/above Proficiency**

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-2010</u>
a. SE Raleigh High	75.9%	Not Available	82%	87%	95%
b. Garner High	74.1%	Not Available	80%	87%	95%
c. E. Garner Middle	65.3%	Not Available	75%	85%	95%

** For high schools there are 5 core subjects required for graduation (measured by EOC exams). For middle schools, core subjects are reading and math (measured by EOG exams).*

Outcome 6.1.1: All students enrolled at the three project schools will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.

% of minority and nonminority students enrolled in new magnet curricula within 5% of overall minority/nonminority percentage in corresponding grades at project schools

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-2010</u>
a. SE Raleigh High	Yes	Yes	Yes
b. Garner High	Yes	Yes	Yes
c. E. Garner Middle	Yes	Yes	Yes

Outcome 6.1.2: All students enrolled at the three project schools will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.

Four-Year Graduation Rate at Project High Schools

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-2010</u>
a. SE Raleigh High	89.3%	90%	93%	96%	100%
b. Garner High	75.5%	77%	80%	85%	90%

** EGMMS is not included in this outcome as it refers to high school graduation rates.*

280.31 (e)(3) Includes methods that are objective and that will produce data that are quantifiable.

The data that will be used to evaluate Project Renaissance are objective and largely quantitative in nature. The methods for calculating the outcomes are designed to address the effectiveness of the project in accomplishing its three major goals: desegregation-choice, building capacity, and academic achievement. The following table describes the data sources that form the quantitative basis for each of the project’s performance measures.

Table 26. Project Renaissance Outcomes and Data Sources

DESEGREGATION AND CHOICE	
OUTCOMES	DATA SOURCES
Outcome 1.1: Reduce minority group isolation.	Student enrollment data from WCPSS’s Department of Growth Management’s (DGM) 20 th day membership report showing the number and percentage of minority/non-minority students enrolled in each MSAP project magnet school by grade level in each year of the project.
Outcome 1.2: [MSAP Performance Measure (a)] Composition of the applicant pool benefits reduction of minority group isolation.	Student enrollment data from WCPSS’s DGM’s 20 th day membership report. 2) Magnet application data from WCPSS’s DGM showing the number and percentage of minority/non-minority students in the student applicant pool for each of the three project schools by grade level.

<p>Outcome 1.3: Minority group isolation at feeder schools not increased due to project implementation</p>	<p>Student enrollment data from WCPSS's DGM 20th day membership report showing number and percentage of minority/nonminority students enrolled in the district and in each feeder school for the grade levels served by the 3 project schools each year.</p>
<p>Outcome 1.4: Applicant pool will increase annually over the 3-year performance period.</p>	<p>Magnet application data from WCPSS's DGM showing the number of applicants in the student applicant pool for each of the three project schools by grade level in each year of the project.</p>
<p><u>Outcome 3.1:</u> Innovative educational methods and practices promote diversity in the school and its programs.</p>	<p>Student survey results showing participation in magnet theme curricula and activities each year of the project.</p>
<p><u>Outcome 3.2:</u> Innovative educational methods and practices <u>increase choices</u> in the school and its programs</p>	<p>Classroom observations of teachers and teacher surveys each year of the project to assess use of innovative instructional methods and practices.</p>

BUILDING CAPACITY	
OUTCOMES	<u>DATA SOURCES</u>
<p>Outcome 5.1: [MSAP Performance Measure (c)] Each MSAP school will continue to operate and meet or exceed State standards three years after Federal funding ends.</p>	<p>Documentation from WCPSS and N.C. Department of Public Instruction certifying that project schools are still operating magnet program and still meet state standards 3 years after grant funding ends.</p>
<p>Outcome 5.2: Teachers will implement content and strategies learned through magnet-related professional development activities.</p>	<p>Data from observation checklists and surveys showing the number and percentage of teachers that have implemented instructional content and strategies learned through magnet-related professional development activities</p>
<p>Outcome 5.3: Classes will be taught by highly qualified teachers.</p>	<p>Data from WCPSS Department of Human Resources showing the number and percentage of classes taught by highly qualified teachers employed in each MSAP project magnet school in the fall of each school year of the project.</p>

ACADEMIC ACHIEVEMENT OF STUDENTS	
OUTCOMES	DATA SOURCES
Outcome 2.1: Significantly revised magnet support challenging academic standards.	Staff surveys at each of the project schools with questions assessing the extent of familiarity with systemic reforms at the school.
Outcome 2.2: Schools will meet or exceed State student achievement under AYP guidelines.	E&R data showing the percentage of students who meet or exceed expected growth on EOC exams (for the two project high schools) and EOG exams (for the project middle school).
Outcome 2.3: Reform-based curriculum will be finalized to reflect State academic standards.	Documentation from panel of experts including C&I specialists and the Director of Magnet Curriculum demonstrating alignment of curricula to North Carolina’s Standard Course of Study.
Outcome 4.1: [MSAP Performance Measure (b)] Students from major racial and ethnic groups will meet or exceed AYP standards.	E&R data showing the student populations groups by major NCLB category at each MSAP magnet school who meet or exceed AYP standard for each year of the project.
Outcome 4.2: Each MSAP project school meets or exceeds AYP standards.	E&R data showing whether each school in the MSAP project met or exceeded AYP standards.
Outcome 4.3: Student results on assessments of the core academic subjects of the magnet program increase annually.	E&R data showing percentage of students achieving proficiency on N.C.’s assessments of core academic subjects. For the two project high

	<p>schools, student results on the 5 EOC exams required for high school graduation: Algebra 1, Biology, English 1, Civics, and US History will be used. For the middle school, student results on EOG exams in reading and math will be used.</p>
<p>Outcome 6.1.1: All students <u>will participate and interact in diverse curricular activities</u> and will have equitable access to a high-quality education...</p>	<p>Course enrollment data from NCWISE information system for new magnet courses created during the project at each of the project schools. Enrollment data will be used to calculate percentage of minority/nonminority students and to determine whether the percentages are within 5% of overall minority/nonminority percentages in corresponding grades each year of the project.</p>
<p>Outcome 6.1.2: All students enrolled at the three project schools ...will have equitable access <u>to a high-quality education that promotes academic success and preparation for postsecondary education or employment.</u></p>	<p>E&R data showing the four-year graduation rate at the two project high schools in each year of the grant.</p>

BACKGROUND ON STUDENT ACHIEVEMENT MEASURES

North Carolina’s ABCs of Public Education accountability system has been in place since 1997. At the high school level, the ABCs uses results of state End-of-Course (EOC) tests to

gauge the growth and performance of every school in North Carolina. Currently, there are 10 subjects assessed by EOC exams, five of which are required for graduation: Algebra I, biology, civics, English I, and U.S. history. At the middle school level, the ABCs uses results of state End-of-Grade (EOG) exams in reading and math. The ABCs system reflects the goals and objectives of the state curriculum, the N.C. Standard Course of Study. Schools that meet or exceed state standards receive awards, and schools that fall below standards are designated for extra assistance. The ABC accountability system for middle and high schools is based on student test scores, but statistical models are used to aggregate individual scores and report them for the school as a whole. Each year the ABCs model reports two statistical composites—a growth composite and a performance composite—for every school in the state.

Both growth composites and performance composites from the ABCs will be used each year to determine the ability of Project Renaissance schools to achieve challenging state content standards. As described below, growth and performance composites will also be disaggregated by race and ethnicity.

- ABC growth composites of project schools will be expected to exceed previous year's composites, indicating annual increases in the percentage of students demonstrating expected academic growth (as indicated by Outcome 2.2).
- ABCs performance composites of project schools also will be expected to exceed previous year's composites, indicating annual increases in the percentage of students scoring at or above grade or subject-level level (as indicated by Outcome 4.3).

State AYP results for NCLB: The N.C. Department of Public Instruction (DPI) worked closely with the U.S. Department of Education to set its AYP standards for NCLB. In line with the Secretary's AYP performance measure, Project Renaissance benchmarks stipulate that

students from major racial and ethnic groups at the project schools will meet or exceed state AYP standards each year (as indicated by Outcome 4.1). The evaluator will assist project schools in reviewing AYP data overall and disaggregated for major NCLB population categories. In this way, problems for any specific group can be identified and resources allocated to improve performance in the upcoming year.

PROJECTED TIMELINE OF EVALUATION METHODS AND ACTIVITIES

The major evaluation activities that will take place over the three-year course of the project are outlined in the following table. The following timeline shows when different types of data instruments need to be developed, and when key quantitative data will become available.

Table 27. Project Management Timeline: Evaluation Methods and Activities

Activity/Method	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Develop school and classroom observation checklists	Sept.	Sept.	Sept.
Obtain 20 th -day enrollment data from Growth Management Department	Sept.	Sept.	Sept.
Collect recruitment data from schools	Sept.-Feb.	Sept.-Feb.	Sept.-Feb.
Conduct school and classroom observations	Nov. & Mar.	Nov. & Mar.	Nov. & Mar.
Develop/revise parent, staff & student surveys	Jan.	Jan.	Jan.
Administer/Analyze parent, staff & student surveys	Mar.-May	Mar.-May	Mar.-May
Obtain magnet application numbers and acceptances from Growth Management Department	April/May	April/May	April/May
Review Core Team and Leadership Team agendas	April	April	April

Activity/Method	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Review professional development attendance, evaluations, etc.	April/May	April/May	April/May
Obtain official NC accountability system data file	July	July	July
Analyze/disaggregate ABCs growth and performance composites	July	July	July
Complete Annual Performance Report	July	July	July

In order to comply with MSAP performance measure (c), the school district will provide documentation in the 2012-13 year showing that the three project schools are still operating magnet programs and continue to meet state standards.

280.31(f) Commitment and capacity

280.31(f)(1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under the regulations is no longer available.

WCPSS has been a pioneer in magnet school education and schools of choice since 1977. Although it receives no state funds for its magnet programs, WCPSS has seen the benefit of these programs and has provided local funds for their support. From 1977 to the present, commitment to magnet schools has remained firm, and public support for school choice has been strong. In fact, the Wake County Board of Education (BOE) recently demonstrated its continued support of magnet schools in the district by unanimously reaffirming the objectives of the magnet programs.

As with many communities in the nation, elected school board officials in Wake County encounter challenges from changing public opinion concerning integrated schools. A segment of the Wake County community has expressed interest in returning to neighborhood schools and sought to unseat board members who did not share their views. However, proponents of WCPSS's plan for healthy diverse schools successfully defeated the opposition by praising the district for its consistent increase in student achievement across all grades. The likelihood of abandoning the magnet school concept in WCPSS is remote indeed.

In a September 25, 2005, front-page article in *The New York Times*, WCPSS was lauded for its commitment to maintaining healthy and diverse populations throughout its 150 schools. John Gilbert, a professor emeritus at N.C. State University in Raleigh who served for 16 years on Wake County BOE, was quoted as saying, "There is a lot of evidence that it's just sound

educational policy, sound public policy, to try to avoid high concentrations of low-achieving students.” The article also noted that the BOE “has continued to endorse economic integration” in the school system.

Along with integration and diversity, WCPSS is serious about its commitment to higher achievement opportunities for all students, as demonstrated in its Goal 2008: *By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by the State of North Carolina End-of-Grade or Course tests, and all student groups will demonstrate high growth.* Magnet schools hold a high place in district’s efforts to reach that goal.

According to Richard Kalenberg in a May 2006 article for *Educational Leadership*, WCPSS’s policy of keeping school populations at less than 40% low socioeconomic status has had a positive effect on student achievement. Kahlenberg points out that middle-class students do well in integrated schools as long as concentrations of poverty do not reach 50%. The good news is that in Wake County “low-income students are doing substantially better than low-income students in other urban North Carolina districts with concentrated poverty.” He adds that WCPSS’s impressive results are consistent with national research indicating that “economic mixing does not harm middle-class students, in part because the majority sets the tone in a school, and in part because middle-class students, on average, are less affected by the school environment than are low-income students” (Kahlenberg, 2001).

280.31 (f)(2) The Secretary reviews each application to determine the extent to which the applicant--280.31 (f)(2)(i) is committed to the magnet schools project

WCPSS has a proven track record of combining its magnet program with its student assignment plan to achieve successful voluntary desegregation of its schools. That proven track

record consists of several positive outcomes: 1) an extensive history of positive desegregation over time, 2) innovative program reforms, 3) local funding augmented by federal funding, 4) positive reception of magnet choices by the public, 5) one of the highest student achievement records in the state, and 6) highly qualified personnel with expertise capable of ensuring successful implementation.

In addition to these direct outcomes attributable to the magnet program, the community has expressed an understanding that continual improvement at WCPSS has led to Wake County's recognition as one of the most desirable places in the nation to live. Wake County is consistently rated as one of the best places to live, work, and raise a family in America as indicated in various publications and polls. In 2007, *Forbes* magazine cited the Raleigh/Cary, North Carolina, area as the number-one area in the country for jobs and named Raleigh as the number-one city in the nation for business and careers. WCPSS is the number-one district in the nation for nationally certified teachers, according to the National Board of Certified Teachers (2007). The district has achieved a gold rating from the *Expansion Management's Education Quotient* (January 2007). *Black Enterprise* magazine in 2007 rated Raleigh as the third best U.S. city for African-American families to live. *Expansion Management* ranked Wake County as having a 5-Star Quality of Life in its May/June 2006 edition and 2nd Best Public School Education System in its April 2005 edition. In 2006, the American Community Survey (U.S. Census Bureau 2004—released January 2006) rated Raleigh as the third most educated city in the nation. These positive honors and accolades have been accomplished despite the challenge of overwhelming population growth. The discussion that follows will briefly highlight WCPSS's continued commitment and capacity to maintain high-quality magnet schools.

WCPSS has been involved in the implementation of a voluntary desegregation plan since 1977. The original approach to the elimination of minority-group isolation was a student assignment plan that depended on involuntary busing. That plan was designed to implement the Wake County BOE's commitment to a racial balance of 15% to 45% minority enrollment in each school. That range reflected an acceptable variance of what was, at the time, a 30% minority population in the county. As community needs and conditions changed, the BOE made modifications to the desegregation plan to accomplish two purposes: to avoid minority-group isolation and to fill under-enrolled schools identified within the system.

In 1981, the board approved a revised student assignment plan to greatly expand the magnet program. The plan was designed to attract students voluntarily from overcrowded suburban schools to underutilized inner-city schools targeted as magnet schools through the incentive of a special curriculum capable of attracting substantial numbers of students. The plan resulted in racially balanced schools and in halting the continuation of resegregation trends that were surfacing. In 1982-83, the board implemented a student assignment plan that included a number of changes in students' base schools in order to fill some schools and to help others achieve racial balance. In May 1999, the board approved Magnet Schools' Guiding Principles as a rededication to the magnet program and a recommitment to diversity in the district. Most recently, in March 2007, the BOE revisited the guiding principles and again affirmed its support for magnet programs by unanimously adopting the following objectives:

- Reduce high concentrations of poverty and support diverse populations;
- Maximize use of school facilities; and
- Provide expanded educational opportunities.

The board adopted new student assignment selection guidelines in January 2000 that eliminated race from selection criteria but added socioeconomic status and student achievement data to the process. That measure addressed the district's continuing commitment to increasing student achievement and to fostering an atmosphere in each school that promotes the best learning environment for all students. A belief in diversity, using these new criteria, establishes this foundation and assures that each school will have a student population more reflective of the county's demographics.

The WCPSS Student Assignment Plan, complemented by the voluntary movement of students to magnet schools, has had significant success in increasing minority percentages of schools outside the inner city, thus bringing inner-city diverse populations more in line with those of the overall school district. During the first two years of the magnet effort (1977-78 and 1978-79), the main objective was to attract approximately 3,000 to 4,000 nonminority students from crowded suburban schools that were filled beyond capacity to underutilized magnet schools in the inner city that had high percentages of minority students. For the 2006-07 school year, that effort has grown to include more than 10,000 magnet (minority and nonminority) students in 36 magnet schools in the district.

WCPSS is fully committed to the magnet schools program to desegregate its schools and to provide high-quality academic instruction in integrated school settings. During the 30 years that the district has operated magnet schools, support for them has remained constant – even in a community that has experienced tremendous growth.

Since 1982-83, magnet programs have introduced innovative elements in the district. Early innovations included foreign language and international studies at the elementary level, computer education, (e.g., programming and applications) at the elementary and middle levels, dance and

drama (supported by certified personnel), and strings ensembles at the elementary level.

Electives in these schools introduced expanded interest choices for all students.

Between 1993 and 2003, additional innovative programs were introduced in the district, including the first public Montessori school in the Research Triangle area (which includes Wake, Durham, and Orange counties); International Baccalaureate (IB) programs at elementary, middle, and high schools; integrated arts schools; a magnet middle school located on the campus of N.C. State University; and two museums magnet schools, one built as a 600-student middle school located in the heart of the city of Raleigh. Now, in the past several years there has been a concerted effort to link elementary, middle, and high school magnet programs through a related theme, providing consistency of programs for students in grades K-12.

WCPSS has shown its commitment by the voluntary establishment of its magnet schools and by continued support and maintenance of these schools with local dollars. With each expansion of the magnet network, the district has provided support with local funds to finance personnel, equipment, and training needs. WCPSS administration will support Project Renaissance schools by providing trainers, guidance in curriculum development, and additional resources. WCPSS will also provide furniture, office space, telephone service, and technology support to the MSAP-funded project coordinator, secretary/bookkeeper, evaluator, and recruiter. Decisions about new and significantly revised magnet schools included in this project are the outgrowth of discussions among WCPSS administrative staff and the school board. The BOE's continued dialogue with the community about the value of diversity has strengthened its resolve to keep magnet programs strong.

The district has demonstrated commitment and support for magnet schools over the years in decisions about federal funding. For example, federal funds from Title V have supported

program improvements by providing specialized personnel at magnet schools. Other federal dollars have been used to initiate an effort at three magnet schools to encourage the participation of under-represented student populations in advanced placement courses.

The cost of transportation for all students in the district, including those attending magnet schools, is funded by the state. Although there is an additional cost of transportation in WCPSS as a result of magnet school busing needs, the district has consistently used local funds to cover the difference between what the state has allotted and what the district needs.

Further indication of the district's strong commitment to magnet schools is its continued support of the position of senior director and a facility devoted to magnet school support and management. In November 1999, the district opened the Magnet Resource Center (MRC) in an old building on the campus of Millbrook Elementary School, renovated for the purpose of magnet program management, communication, marketing, and recruitment. This center is a year-round recruiting hub for magnet programs and provides workspace for locally funded magnet personnel (a marketing specialist, a curriculum coordinator, an International Baccalaureate administrator, and a receptionist/secretary) and MSAP project staff. The MRC features a display area that includes pictures, videotapes, student artwork, and brochures for all 36 magnet schools in the district. Families who move into the district are able to visit the MRC and become familiar with magnet schools in advance of the annual recruiting season. By providing a specific space for ongoing magnet marketing and recruiting, WCPSS again shows its support and commitment to magnet programs as a part of its recurring budget.

In the 2006-07 school year, 128,070 students enrolled in Wake County public schools to receive an excellent education. Recent projections indicate that by 2016, Wake County will need to build 90 new schools to accommodate a total student population of 210,941. Within the next

two years, WCPSS' enrollment will be approximately 20 times the number of students in the average U.S. school district. As WCPSS continues receiving national recognition and the area continues to be perceived as one of the best places in the country to live, work, and get an education, more and more people will relocate to Wake County to take advantage of the high-achieving schools and desirable community.

On November 7, 2006, Wake County citizens approved a bond package that, when combined with county funds, totaled \$1,055,874,837 for constructing new schools and upgrading existing facilities. Six of the district's magnet schools will receive a significant amount of money for renovations ranging from replacing or renovating 40-year-old classrooms to addressing traffic safety issues to making areas accessible to students with disabilities. The success of the school bond referendum indicates that Wake County citizens support their school district.

The biannual WCPSS Evaluation and Research Parent Survey (2005-06) continues to show support for the district's schools. When asked about their own child's school in 2005-06, parents at the elementary, middle, and high school levels responded more positively than in previous surveys in regard to school safety, school climate, quality of instruction, and communication. Responses to the survey indicated that a high percentage of parents are satisfied with their child's school. Responses to each question were either similar to or more positive than the 2003-04 survey results.

It is important to note that 93% of the parents in the county agreed with the statement "This school promotes understanding among students from various backgrounds." This result showed an increase over the 91% of parents that agreed or strongly agreed with this statement in 2004. As the leading program in the district that promotes diversity and positive race relations, magnet schools are considered by parents to be positive vehicles for an appreciation for diversity.

In the past decade, WCPSS students made steady gains in academic performance. According to WCPSS's 2005-06 *Annual Report*, student performance on EOG testing showed that 89.8% of students scored at or above grade level in reading, compared with 87.3% in 2001-02. Although math scores for the 2005-06 school year in WCPSS (and across the state) went down due to the introduction of a new, more difficult math EOG exam, WCPSS's 73.8% of students scoring at or above grade level in math was still higher than the overall State percentage in math (63.4% at or above grade level) for 2005-06. The rate of students dropping out of the 7th to 12th grades in 2005-06 was 3.9%, lower than the state rate of 5% dropouts in 2005-06.

PERSONNEL EXPERTISE IN IMPLEMENTING HIGH-QUALITY MAGNET PROGRAMS

WCPSS's magnet school administrators and teachers have a national reputation for excellence. In 2005-06, eleven magnet schools in the district were awarded Magnet School of Merit honors from Magnet Schools of America (MSA), Inc. A.B. Combs Leadership Magnet Elementary School was awarded the Simpson Award, the highest accolade given by MSA. Farmington Woods IB/PYP Elementary School won the Donald R. Waldrip Award, and Ligon GT Magnet Middle School won the Secondary School Award. WCPSS leads North Carolina and the nation by having more than 1,000 National Board for Professional Teaching Standards certified teachers. WCPSS is the first school district in the country to earn a National School of Character Award for its Character Education program. Under N.C.'s ABC's accountability system, WCPSS has 10 schools named Honor Schools of Excellence, while 11 schools were named Schools of Excellence. Forty-eight WCPSS schools received recognition as Schools of Distinction. Eighty-nine percent of WCPSS graduates went on to postsecondary education in 2006.

The impressive performance of students and schools in the district and the many honors they have received must be attributed to local leadership and the strength of teachers in those schools. Magnet principals and teachers in WCPSS are consistently called upon to share their knowledge and expertise with other magnet schools throughout the country. They are frequently asked to present programs at state and national conferences (e.g., the National Magnet Schools Conference, National Association for Year-Round Education Conference, National Paideia Conference, and a variety of science, mathematics, reading, technology, and curriculum development conferences). These elements of WCPSS's track record clearly demonstrate that the district has been successful with magnet program goals in the past, and the Wake County Board of Education is clearly committed to continuing strong magnet programs in the future.

280.31 (f)(2)(ii) Has identified other resources to continue support for magnet school activities when assistance under this program is no longer available.

WCPSS has demonstrated its commitment to the magnet school program by its assurance that it will assume costs for its continuation after grant funding ends. In May 2006, the board unanimously supported the application for MSAP grant funds, acknowledging that the continuation of grant activities after the funding ends may require additional funds. Funding for the Project Renaissance grant application preparation, including personnel, space, and supplies from May 2006 through April 2007, was supported through the school system's local budget. The district will continue to maintain the operational costs of the Project Renaissance magnet schools. Equipment and items purchased under this proposal will fall under the district's policy of maintenance and support. Staff development models will be refined and supported through the existing staff development department and will be continued, using state and local funds.

Dissemination of the new curriculum models to other magnet schools will become the district's responsibility.

Although the district is capable of supporting the significantly revised magnet programs in a later stage, the initial costs revising these programs are prohibitive without federal MSAP funding. Growth in the district is driving most budget decisions, and the majority of new local dollars must be spent on facilities alone. Federal assistance received under this proposal will re-energize WCPSS's magnet school efforts through these three schools and provide the substantial intervention necessary to continually strengthen the magnet network. In addition, funds for Project Renaissance will enable WCPSS to increase quality choices for students in low-performing schools.

As stated in the beginning of this section, WCPSS has a proven history of supporting its magnet schools, both after federal funding ceased and in years when federal funding did not become available. The system is committed to continuing the support of the schools named in this project and will replicate the themes in other magnet schools as needs mandate.

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Grant-Funded Job Descriptions in Project Renaissance

Job Description	Location
MSAP Project Coordinator	Magnet Programs—WCPSS
MSAP Program Evaluator	Evaluation and Research—WCPSS
MSAP Recruiter	Magnet Programs—WCPSS
MSAP Bookkeeper/Budget Analyst	Magnet Programs—WCPSS
Site Coordinator	Southeast Raleigh Magnet High School
Site Coordinator	Garner Magnet High School
Site Coordinator	East Garner Magnet Middle School
Technology Coordinator/Teacher	Southeast Raleigh Magnet High School and East Garner Magnet Middle School
Network Administrator	Southeast Raleigh Magnet High School
Site-based Translator/Hispanic Community Liaison	East Garner Magnet Middle School
Spanish Teacher	Garner Magnet High School
French Teacher	East Garner Magnet Middle School
Visual Arts Teacher	Garner Magnet High School
Dance Teacher	Garner Magnet High School

JOB DESCRIPTION
MSAP Project Coordinator

- TITLE:** Magnet Schools Project Coordinator
- QUALIFICATIONS:**
1. Master's Degree or higher and qualified to hold administrator's or supervisor's certificate
 2. Successful experience in teaching or school administration
 3. Experience in magnet school program design and implementation
 4. Experience or training in curriculum development
 5. Experience or training in educational applications of technology
 6. Experience in implementing a grant-funded program
 7. Experience or training in adult education
 8. Strong interpersonal and communication skills
 9. Experience in financial management
- REPORTS TO:** Senior Director of Magnet Programs
- SUPERVISES:** MSAP Recruiter
MSAP Bookkeeper/Budget Analyst
- JOB GOAL:** To coordinate and oversee all activities of the MSAP three-year project and assist the Senior Director of Magnet Programs in improving magnet schools

PERFORMANCE RESPONSIBILITIES:

1. Assist in the preparation and administration of funds in accordance with established federal, state, and local policies
2. Provide leadership in developing and implementing program plans
3. Serve as an advocate/liaison between the school system and local, state, and federal agencies
4. Provide leadership in the development of courses of instruction which integrate curriculum with technology
5. Coordinate and provide training experiences of site coordinators and coordinating teachers
6. Prepare written reports as required
7. Oversee and initially approve all MSAP expenditures
8. Perform other responsibilities as assigned by the Senior Director of Magnet Programs

JOB DESCRIPTION
MSAP Program Evaluator

TITLE: Program Evaluator

QUALIFICATIONS:

1. Master's Degree or higher in program evaluation or social science research
2. Experience in theory development, applied research and project management
3. Experience and/or knowledge of curriculum design and assessment
4. Experience and knowledge in quantitative and qualitative data collection
5. Minimum of three years experience in data management and program evaluation
6. Ability to develop procedures for record keeping and retrieval
7. Expertise writing evaluation reports

REPORTS TO: Assistant Superintendent for Evaluation & Research, or designee

JOB GOAL: To design and implement assessment procedures for magnet programs and curriculum

PERFORMANCE RESPONSIBILITIES:

1. Supervise the evaluation of the project
2. Collect data on student achievement with special emphasis on monitoring the differences between nonminority and minority students
3. Establish annual measurable performance goals
4. Assess and synthesize current data used to define student success
5. Research and evaluate existing assessment procedures
6. Assess and synthesize data collected by the Project Coordinator
7. Identify or develop instruments necessary for evaluation activities
8. Prepare required reports
9. Perform other grant-related duties as assigned by the Assistant Superintendent for Evaluation & Research

JOB DESCRIPTION
MSAP Recruiter

TITLE: Recruiter: Magnet Schools Assistance Program

QUALIFICATIONS:

1. Master's Degree
2. Experience in school administration or teaching
3. Fundamental understanding and support of the magnet school concept
4. Strong leadership and interpersonal skills
5. Successful public relations experience
6. Writing experience
7. Experience in the use of multimedia and presentation software

REPORTS TO: MSAP Project Director

JOB GOAL: To develop and implement a marketing plan which promotes the targeted schools; to coordinate activities designed to inform and to enlist community, parent and student involvement; to conduct information and recruitment campaigns

PERFORMANCE RESPONSIBILITIES:

1. Research magnet student population; design and develop strategies and implement the marketing and recruitment campaigns for the significantly revised MSAP project schools
2. Implement a parent/community involvement campaign for magnet schools
3. Coordinate the recruitment and application procedures within MSAP project schools
4. Coordinate the printing and distribution of magnet school program publications; help write/produce media publications and releases regarding magnet grant programs
5. Deliver presentations about the magnet grant schools throughout the community
6. Coordinate media publications and releases regarding magnet schools
7. Serve as an advocate for students
8. Perform other responsibilities as assigned by the project coordinator or the director of marketing, communication and research

JOB DESCRIPTION
MSAP Bookkeeper/Budget Analyst

TITLE: Bookkeeper/Budget Analyst

QUALIFICATIONS:

1. Four-year accounting degree or two-year accounting degree with one to two years of related experience or equivalent work
2. Advanced knowledge of basic bookkeeping principles and accounting practices
3. Ability to understand, interpret, and apply specific rules and regulations governing the processing of fiscal documents, maintenance of financial records, and preparation of financial reports
4. Knowledge of computer programs used in the district
5. Understanding of and compliance with Wake County Public School System's Code of Ethics
6. Strong interpersonal and communication skills
7. Basic knowledge of and ability to operate standard office equipment
8. Experience in financial management and federal grant policies and procedures

REPORTS TO: Project Director, Magnet Schools Assistance Program (MSAP)

JOB GOAL: To maintain financial and budgetary records, to assist in preparation of all financial reports required of the district and the US Department of Education, and to manage accounting of expenditures and balances of grant funds with each MSAP school, as well as all MSAP transactions at the central level

PERFORMANCE RESPONSIBILITIES:

1. Prepare periodic financial and budgetary reports and analyses for distribution to magnet programs staff
2. Keep Senior Director of Magnet Programs informed and updated on magnet grant expenditures and expectations
3. Maintain and keep current ledger accounts related to school and central office MSAP fund allocations
4. Prepare monthly analysis of all accounts and reconciliation of all codes, adjusting journal entries to balance accounts with system reports
5. Perform other duties as assigned by the project coordinator and/or the magnet programs senior director

JOB DESCRIPTION
MSAP Site Coordinator: Southeast Raleigh Magnet High School

Title: MSAP Site Coordinator

Qualifications:

1. Three or more years successful teaching experience
2. Master's Degree preferred with concentration in administration or core subject area
3. Experience in developing and managing effective student leadership programs
4. Experience in creating and managing effective adult leadership programs
5. Experience marketing resources to business community
6. Ability to collaborate with all school groups for full integration of theme
7. Effective oral and written communication skills

Reports to: Principal
Project Coordinator, Magnet Grant

Job Goal: To organize and implement leadership theme activities

Performance Responsibilities:

1. Assist in guiding the school concept team to develop grant strategies to integrate life skills for the 21st century throughout the school curriculum
2. Manage and market the New Tech High School model of project-based learning
3. Assist in upgrading technology
4. Implement the new components of the leadership program
5. Oversee the pre-college summer program
6. Create training materials and curriculum
7. Create leadership materials and curriculum for use in core subjects
8. Foster relationships with businesses and community organizations
9. Maintain communication with families, students, and staff
10. Provide frequent and consistent communication with school and magnet administration
11. Work with central level administration to ensure successful implementation of the theme
12. Conduct community information sessions
13. Perform other duties as assigned by the Project Coordinator

JOB DESCRIPTION
Site Coordinator: Garner Magnet High School

Title: MSAP Site Coordinator

Qualifications:

1. Three or more years successful teaching experience
2. Master's Degree preferred with concentration in administration or visual/performing arts
3. Experience in developing and managing effective multicultural arts programs
4. Experience in creating and managing effective adult programs involving best practices in teaching and integration of the arts into the high school curriculum
5. Experience marketing resources to business community
6. Ability to collaborate with all school groups for full integration of theme
7. Effective oral and written communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in the infusion of multicultural arts resources into the instructional program

PERFORMANCE RESPONSIBILITIES:

1. Work with representatives from community groups and art museums to establish learning experiences that permeate all aspects of the instructional day
2. Work to establish and maintain strong partnership with community arts agencies
3. Form and chair an Arts Advisory Committee.
4. Create partnerships with local, national, and international artists
5. Work with teachers to integrate studies with the cultural arts
6. Organize artists-in-residence programs
7. Organize after-school arts programs
8. Maintain communication between school and key community resources
9. Identify appropriate matches between various courses and available human resources
10. Oversee the MSAP cultural arts program, including ensuring a balance between exploratory and pre-conservatory electives
11. Maintain an inviting climate of openness to students interested in exploring the arts
12. Monitor schedules for balance among the different arts areas
Ensure that the cultural arts theme will support the IB programme in effective and dynamic ways

JOB DESCRIPTION

Site Coordinator: East Garner Magnet Middle School

Title: MSAP Site Coordinator

Qualifications:

1. Three or more years successful teaching experience
2. Master's Degree preferred with concentration in administration or the arts
3. Experience in developing and managing effective multicultural arts programs
4. Experience with and knowledge of the IB Middle Years Programme
5. Experience in creating and managing effective adult programs involving best practices in teaching and integration of the arts into the middle school curriculum
6. Experience marketing resources to business community
7. Ability to collaborate with all school groups for full integration of theme
8. Effective oral and written communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in the infusion of an integrated arts program into the instructional day

PERFORMANCE RESPONSIBILITIES:

1. Work with representatives from community groups to establish learning experiences that permeate all aspects of the instructional day
2. Work to establish and maintain strong partnership with community arts agencies
3. Assist in working with teachers and students on the Pre-Personal Project
4. Create partnerships with local, national, and international artists
5. Work with teachers to integrate studies with the arts
6. Organize after-school arts workshops
7. Maintain communication between school and key community resources
8. Identify appropriate matches between various courses and available human resources
9. Oversee the MSAP theme, including ensuring the integration of the arts into core courses and the use of essential questions to make relevant connections
10. Maintain an inviting climate of openness to students interested in exploring the arts
11. Monitor schedules for balance among the different arts areas
12. Ensure that the integrated arts theme will support the IB programme in effective and dynamic ways

JOB DESCRIPTION
Technology Coordinator/Teacher

Title: Technology Coordinator/Teacher

Qualifications:

1. Eight years or more of successful teaching experience
2. Master's Degree with concentration in instructional technology or administration
3. Expertise in and knowledge of curriculum writing, instructional delivery, technology application, and learning theory
4. Experience in supervising a comprehensive secondary school's curriculum and instruction
5. Ability to design, coordinate, and provide leadership in teacher and administrator training in applications of instructional technology
6. Ability to coordinate, implement, and sustain appropriate communication between faculty, administration and the magnet programs department
7. Knowledge and/or experience in strategic planning and program implementation

Reports to: Principal
Project Coordinator, Magnet Grant

Job Goal: To provide leadership in designing and developing an innovative secondary school program that builds upon the New Tech High School model in preparation for post-secondary education and 21st century life and work

Performance Responsibilities:

1. Serve as coordinator for instructional technology at SRMHS
2. Teach selected classes in areas of technology applications
3. Collaborate with lead teachers to integrate technology throughout the school
4. Coordinate with local, state, national, and international leadership to develop collaborative programs
5. Design and implement staff and student training in current technology instructional applications
6. Provide frequent and consistent communication with school and magnet administration
7. Work with central level administration to ensure successful implementation of the theme
8. Conduct community information sessions
9. Perform other duties as assigned by the Project Coordinator

JOB DESCRIPTION
Instructional Technology Teacher

TITLE: Instructional Technology Teacher

QUALIFICATIONS:

1. Three years successful teaching experience
2. Master's Degree in instructional technology preferred, with a concentration in one or more curricular areas of math, English, science, and/or history
3. Expertise in and knowledge of instructional technology and multimedia resources
4. Knowledge and/or experience in integrating computer and multimedia resources into the classroom
5. Ability to work well with other teachers
6. Ability to provide leadership in coordinating and delivering teacher training

REPORTS TO: Principal

JOB GOAL: To provide leadership in instructional uses of technology and to expand teacher skills in the use of instructional through through teaching students and through on-site teacher training and modeling

PERFORMANCE RESPONSIBILITIES:

1. Provide leadership in developing an integrated academic curriculum in magnet programs and in aligning the significantly revised magnet theme with the state mandated curriculum
2. Help lead the school staff in the process of change as teachers move towards technology-rich classrooms
3. Develop and conduct demonstration lessons to model effective integration of technology and multimedia equipment into the curriculum
4. Design and develop in-service training modules for classroom teachers which includes producing interactive multimedia presentation and appropriate uses of the Internet in the classroom
5. Design and implement follow-up experiences to reinforce teacher training
6. Serve as partner-teacher with classroom teachers
7. Teach advanced technology-related courses
8. Assist classroom teachers in working with students in various technology-rich settings, including labs and research centers
9. Oversee the maintenance of networked computer labs when appropriate
10. Perform other responsibilities assigned by the principal and/or project coordinator

JOB DESCRIPTION
MSAP Network Administrator

TITLE: Network Administrator (School Level)

QUALIFICATIONS:

1. Two-year degree required in a related field and/or a two-year degree in computer science or equivalent networking experience
2. Experience with local area networks in business settings or at a school or district level
3. Working knowledge of software pertaining to the WCPSS network
4. Ability to provide technical support to workstation users
5. Understanding of the technology needs of students, teachers, and administrators

REPORTS TO: Principal

JOB GOAL: To work directly with the assigned school to provide support for LAN's, instructional networks, Internet access, web pages, administrative networks in the school, loading instructional software, general trouble-shooting for teachers and school-based administrators, and communications with central technology department

PERFORMANCE RESPONSIBILITIES:

1. Provide on-site support for users of the local area networks and workstation users in the classroom and school's administrative office
2. Provide technical support for teachers, students, and administrators regarding maintenance, service, and enhancement of software and hardware
3. Facilitate ordering and setting up of new software and hardware
4. Support the technology teacher in preparation for staff development
5. Help implement software and hardware necessary for schoolwide use of the Internet and Webmail
6. Provide assistance with the school web page development and maintenance

JOB DESCRIPTION
MSAP Site-based Translator/Hispanic Community Liaison

Title: MSAP Translator/Hispanic Community Liaison

Qualifications:

1. Two to three years successful teaching experience
2. Bachelors Degree in education field preferred
3. Experience in translating Spanish/English
4. Experience in creating and managing effective adult programs
5. Ability to collaborate with all school groups for understanding and appreciating Hispanic culture
6. Effective oral and written communication skills

Reports to: Principal

Job Goal: To organize and implement program of communication between Hispanic students/families and the school community

Performance Responsibilities:

1. Translate for Spanish speaking families visiting the school and attending parent/teacher/student conferences
2. Translate written materials that the school sends home into Spanish: newsletters, announcements, and the like
3. Connect the school with local Hispanic/Latino organizations and businesses to provide resources to the current Hispanic/Latino families
4. Build relationships with the local Hispanic/Latino community
5. Implement an outreach program to provide opportunities to faculty and students to connect with the Hispanic/Latino community
6. Provide literacy services and opportunities to attend festivals and educational seminars and workshops
7. Create training materials and curriculum
8. Develop partnerships between the school and local organizations: *El Pueblo, N.C. Society of Hispanic Professionals, Chapel Hill for Cultural and Language Education*
9. Assist in developing curriculum for use in core subjects
10. Provide frequent and consistent communication with school and magnet administration
11. Conduct community information sessions
12. Perform other duties as assigned by the Project Coordinator

JOB DESCRIPTION
MSAP Spanish Teacher

TITLE: Spanish Teacher

QUALIFICATIONS:

1. Certified to teach Spanish
2. Master's Degree with concentration in foreign languages preferred or Bachelor's Degree in Spanish
3. Successful experience in teaching Spanish to high school students
4. Successful experience fostering positive cross-cultural interaction between students from various backgrounds
5. Familiar with all areas of academic curriculum and components of the International Baccalaureate Middle Years Programme
6. Trained and experienced in conversational Spanish
7. Capable of working with students of diverse native languages
8. Organized, innovative, open to new ideas
9. Familiar with varied instructional strategies

REPORTS TO: Principal

JOB GOAL: To provide Spanish language instruction to students and to promote and develop the language program of the IBMYP.

PERFORMANCE RESPONSIBILITIES:

1. Teach Spanish classes to high school students aligned with North Carolina Standard Course of Study
2. Foster positive cross-cultural attitudes among all students and enhance communicative potential in the Spanish language
3. Attend team and staff meetings regularly to help facilitate an understanding of Spanish and Spanish-speaking students
4. Foster relationships with school community to create a climate of internationalism
5. Attend professional development activities to share ideas and remain current on the language components of IB and Spanish language educational trends

JOB DESCRIPTION
MSAP French Teacher

TITLE: French Teacher

QUALIFICATIONS:

1. Certified to teach French
2. Master's Degree with concentration in foreign languages preferred or Bachelor's Degree in French
3. Successful experience in teaching French to middle school students
4. Successful experience fostering positive cross-cultural interaction between students from various backgrounds
5. Familiar with all areas of academic curriculum and components of the International Baccalaureate Middle Years Programme (IBMYP)
6. Trained and experienced in conversational French
7. Capable of working with students of diverse native languages
8. Organized, innovative, open to new ideas
9. Familiar with varied instructional strategies

REPORTS TO: Principal

JOB GOAL: To provide French language instruction to students and to promote and develop the language program of the IBMYP.

PERFORMANCE RESPONSIBILITIES:

1. Teach French classes to middle school students aligned with North Carolina Standard Course of Study
2. Foster positive cross-cultural attitudes among all students and enhance communicative potential in the French language
3. Attend team and staff meetings regularly to help facilitate an understanding of students who speak limited English or English as a second language
4. Foster relationships with school community to create a climate of international understanding
5. Attend professional development activities to share ideas and remain current on the language components of IB and French language educational trends

JOB DESCRIPTION
MSAP Visual Arts Teacher

TITLE: Visual Arts Teacher

QUALIFICATIONS:

1. At least five years successful experience in teaching art to middle school students
2. Master's Degree preferred with concentration in arts education
3. Thorough knowledge of middle school curriculum and instructional strategies
4. Broad-based knowledge of arts methods
5. Experience in developing and implementing curriculum
6. Skilled in working with diverse groups of faculty, parents, and students
7. Organized, innovative, creative, and open to new ideas
8. Experienced working with school administration to implement programs
9. Strong leadership and communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in planning, organizing, and implementing instructional methods in arts integration throughout the curriculum

PERFORMANCE RESPONSIBILITIES:

1. Develop, map, and produce course objectives
2. Collaborate with arts teachers to develop appropriate arts courses
3. Develop and conduct demonstration lessons to model effective integration of content areas, concepts, and skills across the curriculum
4. Assist the site coordinator in designing, developing, and presenting in-service training modules for classroom teachers that will increase their knowledge of art, enhance and extend innovative instructional skills, accelerate the use of technology in teaching art, and model exemplary instruction in advanced topics
5. Design and implement follow-up experiences to reinforce teacher training
6. Work with the MSAP site coordinator, the arts department, and other teachers to implement the significantly revised magnet theme

JOB DESCRIPTION
MSAP Dance Teacher

TITLE: Dance Teacher

QUALIFICATIONS:

1. At least five years successful experience in teaching dance to middle school students
2. Master's Degree preferred with concentration in performing arts education
3. Knowledge of middle school curriculum and instructional strategies
4. Broad-based knowledge of dance and movement techniques
5. Experience in developing and implementing dance curriculum
6. Skilled in working with diverse groups of faculty, parents, and students
7. Organized, innovative, creative, and open to new ideas
8. Experienced working with school administration to implement programs
9. Strong leadership and communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in planning, organizing, and implementing instructional methods in dance at the middle school level

PERFORMANCE RESPONSIBILITIES:

1. Develop, map, and produce course objectives
2. Collaborate with arts teachers to develop appropriate dance courses
3. Develop and conduct demonstration lessons to model effective integration of dance/movement concepts and skills across the curriculum
4. Discover ways to use dance to support the IB Middle Years Programme
5. Assist the site coordinator in presenting in-service training modules for classroom teachers that will increase their knowledge of dance, enhance and extend innovative instructional skills, accelerate the use of technology in teaching dance performances, and model exemplary instruction in advanced topics
6. Design and implement follow-up experiences to reinforce teacher training
7. Work with the MSAP site coordinator, the arts department, and other teachers to implement the significantly revised magnet theme

**Résumés of Key Personnel Identified in the Project Narrative in Part III and in Other
Personnel Information in the Appendices of This Grant Application**

Name	Position	Department
Adelphos (Del) Burns	Superintendent	WCPSS
Terri Cobb	Chief of Staff	WCPSS
Lloyd Gardner	Southern Area Superintendent	WCPSS
Julye Mizelle	South Central Area Superintendent	WCPSS
Donna Hargens	Chief Academic Officer	Instructional Services
Donald Haydon	Chief Facilities and Operations Officer	Auxiliary Services
David Neter	Chief Business Officer	Administrative Services
Beverly White	Chief Technology Officer	Technology Services
David Holdzkom	Assistant Superintendent	Evaluation and Research
Charles Dulaney	Assistant Superintendent	Growth and Planning
Nancy Baenen	Senior Director	Evaluation and Research
Kenneth Branch	Senior Director	Magnet Programs
William Carruthers	Senior Director	Evaluation and Research
Elizabeth Colbert	Senior Director	Staff Development
Cynthia Kennedy	Senior Director—Technology	Curriculum and Instruction
Richard Murphy	Senior Director—High School	Curriculum and Instruction
Tamani Anderson Powell	Director Marketing/Recruiting	Magnet Programs
Jacqueline Ellis	Director—Middle Schools	Curriculum and Instruction
Margaret Henderson	Director Magnet Curriculum	Magnet Programs
Tasha Haynes Cardenas	Senior Administrator	Magnet Programs
Elizabeth Grimes-Droessler	Senior Administrator	Arts Education
Kirsten Justice	Senior Administrator IB	Magnet Programs
Roger Regan	Senior Administrator	Magnet Programs
Sylvia Lucas	Budget Analyst	Magnet Programs
Kim Yaman	Evaluation Assistant	Evaluation and Research
Michael Holton	Principal	Garner Magnet High School
Cathy Williams	Principal	East Garner Middle School
Beulah Wright	Principal	Southeast Raleigh Magnet High School (SRMHS)
Joan Brannon	Lead Teacher	SRMHS
Debora Bray	Lead Technology Teacher	Powell Elementary
Cindy Hoban	Arts/Dance Teacher	Leesville Road High School
James Martz	Arts/Drama Teacher	Olds Elementary School
Katherine McDaniel	Media Specialist	E. Garner Middle School
Carol Moore	Spanish Teacher (retired)	Joyner Elementary School
Michael Oster	Vocational Teacher	E. Garner Middle School
Laurie Toreson	Spanish Teacher	Panther Creek High School
Karen Vertreese	French Teacher	Leesville Road High School
Erika Woodard	Lead Technology Teacher	River Oaks Middle School

Adelphos John (Del) Burns

Professional Experience in Education

Superintendent
Wake County Public School System
Raleigh, North Carolina
July 2006—Present

Deputy Superintendent
Wake County Public School system
Raleigh, North Carolina
July, 2003 —June 2006

Associate Superintendent – Administrative Services
Wake County Public School System
Raleigh, North Carolina
April 2000 – Present

Principal – Millbrook High School
Wake County Public School System
Raleigh, North Carolina
April 1997 – March 2000

Assistant Superintendent – Curriculum and Instruction
Pitt County Schools
Greenville, North Carolina
August 1995 – March 1997

Principal – East Wake High School
Wake County Public School System
Raleigh, North Carolina
April 1992 – August 1995

Principal – Washington GT Magnet Elementary School
Wake County Public School System
Raleigh, North Carolina
May 1990 – April 1992

Assistant Principal – Curriculum and Instruction
W. G. Enloe Magnet High School
Raleigh, North Carolina
March 1987 – May 1990 & July 1982 – June 1984

Special Programs Supervisor
Wake County Public School System
Raleigh, North Carolina
October 1979 – July 1982

BED/LD Separate Teacher – Millbrook High School
Wake County Public School System
Raleigh, North Carolina
August 1977 – October 1979

LD Resource Teacher – Aldert Root Elementary School
Wake County Public School System
Raleigh, North Carolina
December 1976 - June 1977

Education

1992 – Doctor of Education Degree
Educational Leadership
Nova Southeastern University
Fort Lauderdale, Florida

1977 – Master of Education Degree
Special Education
North Carolina State University
Raleigh, North Carolina

1975 – Bachelor of Science Degree
Recreation and Park Administration
North Carolina State University
Raleigh, North Carolina

1971 – High School Diploma
Goldsboro High School
Goldsboro, North Carolina

Memberships, Recent Related Activities and Recognitions

Adjunct Professor—North Carolina State University

American Association of School Administrators
North Carolina Association of School Administrators
Association of School Business Officials
Government Finance Officers Association
Association of Supervision and Curriculum Development
Phi Kappa Phi—National Honor Society

Wake Education Partnership Board of Directors (2004—Present)
Triangle United Way School Campaign Schools Co-Chair (2002—2006)
Raleigh Kiwanis Club, Board of Directors (2003—2006)
Capital City Connectors—Founding Member
Communities in Schools—Board of Directors (2006—Present)
Wachovia Regional Principal of the Year Finalist—2000
Wake County Principal of the Year—1999

Terri Rogers Cobb

(b)(6)

tcobb@wcpss.net

Education

1984-1986 M.A. Ed; Educational Administration
1978-1980 M.A. Ed; Guidance and Counseling
1974-1977 B.S. Ed. Education

Areas of Certification

00012 School Administration-Principal (K-12)
00005 Guidance and Counseling (K-12)
78180 Middle Grades-Language Arts (6-9)
78400 Middle Grades Social Studies (6-9)
00024 Elementary Education (K-6)
00025 Intermediate (Grades 4-6)
00190 Reading (K-12)
00008 Mentor

Experience

July 2006-Present	Chief of Staff Wake County Public School System
November 2003-July 2006	Senior Director, Office of Continuous Improvement and Professional Development Wake County Public School System
March 1999-November 2003	Principal, Lockhart Elementary Wake County Public School System
July 1998-March 1999	Principal, B. O. Barnes Elementary Wilson County Public School System
July 1996-January 1998	Principal, South Greenville Elementary K-5 Program Director and SACS Director Pitt County Public School System
July 1993-July 1996	Principal, Winstead Elementary Wilson County Public School System
July 1988-July 1993	Principal, Stantronsburg Elementary Wilson County Public School System
July 1987-July 1988	Assistant Principal, Wells Elementary Wilson County Public School System
January 1987-July 1987	Interim Principal, Vinson-Bynum Middle School Wilson County Public School System
November 1981-January 1987	Guidance Counselor and Dropout Prevention Specialist, Vinson-Bynum Middle School Wilson County Public School System
July 1978-November 1981	Teacher, 6 th and 7 th Grades Wilson County Public School System

Grants, Honors, Innovative Programs (sampling)

Researched School Improvement Planning Process, Wake County Schools, 2005; Developed training modules for WCPSS Institute for Teacher Leaders (2005); Lockhart Elementary, Title I National School of Distinction, Sustained Growth (2003), School of Excellence and High Growth (2002, 2003), School of Distinction and High Growth (2001), High Growth and Among Top 25 Most Improved Schools in NC (2000), Piloted Promotion Retention Policy (2000); Principal of Year Finalist-WCPSS (2003); Completed Principals' Executive Program (UNC); Received Top Academic Award, Principals' Executive Program; Winstead Elementary-Only school in District to receive Exemplary Status (1996), Obtained grants through Wilson Partnership (The Parents' Corner, Art Gallery I and II, Parents as Partners, Accelerated Reader, SCIS); South Greenville Elementary-High Growth and Exemplary School (1998); Participated in Facilitative Leadership; Implemented Success Teams for Achievement in Reading (STAR) as a part of school-wide Title I Project-Winstead

Lloyd Y. Gardner

(b)(6)

WORK EXPERIENCE

Area Superintendent. Southern Wake County, Wake County Public Schools, Raleigh, NC

May 2005 – Present

Principal. William G. Enloe High School GT/IB Center for Humanities, Sciences, and the Arts, Raleigh, NC

July 1997 – April 2005

Assistant Principal. William G. Enloe High School GT/IB Center for Humanities, Sciences, and the Arts, Raleigh, NC

September 1991 – June 1997

Teacher. Fuquay-Varina High School, Fuquay-Varina, NC

August 1986 – August 1991

EDUCATION

North Carolina State University, Raleigh, NC

Advanced Degree, School Administration

January 1988 – December 1990

East Carolina University, Greenville, NC

M.A.Ed., Business and Marketing Education Concentration

January 1985 – June 1986

B.S., Business and Marketing Education

Minor in Business Administration

Summa Cum Laude

August 1981 – December 1984

LEADERSHIP ACTIVITIES

Superintendent Strategy Team
Wake County Public School System Professional Learning Community Steering Committee
Wake County Public School System Calendar Committee
Triangle Leadership Academy
Wake County Division of Principals and Assistant Principals, Board of Directors, High School Director
Chairperson, Wake County Public School System Human Resources Committee
Wake County Public School System Curriculum and Instruction Committee
Wake County Public School System Continuous Improvement Conference Steering Committee
Wake County Public School System Friends of Baldrige Committee
Committee Chairperson, National Magnet Conference Planning Committee
Magnet Schools Task Force
Magnet Themes Task Force Committee
President, Triangle Alliance Athletic Conference
North Carolina Department of Public Instruction Safety Advisory Committee
Coalition for Strengthening University/School Relations, Center for International Understanding—North Carolina in the World
NASSP Southern Region Roundtable
Wake County Public School System Job Fair

LEADERSHIP HONORS

Magnet School of America, Dr. Ronald Simpson Distinguished Merit Award for the Top Magnet School in the Nation
Hallmark School of Excellence
Magnet School of Merit
Ranked 42 Among the Top 100 High Schools in the Nation, *NEWSWEEK* Magazine
Business Week Award for Instructional Innovation
Top SAT Scores in Wake County
Wachovia Cup, Triangle Alliance Athletic Conference
Wake County Principal of the Year, 2003-04
North Central Region Principal of the Year Finalist for North Carolina, 2004
Wake County PTSA Principal of the Year, 2002
Wake County PTSA Principal of the Year Finalist, 2001
Wake County PTSA Principal of the Year Finalist, 2000
Teacher of Year, Fuquay-Varina High School

PROFESSIONAL MEMBERSHIPS

Association of Supervision and Curriculum Development
National Association of Secondary School Principals

Julye B. Mizelle

Objective	To enhance teaching and learning in school settings.		
Experiences	1968-1969	Kittrell College	Kittrell, NC
	Counselor		
	<ul style="list-style-type: none"> Career Counselor for Freshman students 		
	1970-1972	University of Wisconsin-Madison	Madison, WI
	Admissions Counselor		
	<ul style="list-style-type: none"> Processed applications for admission to the university 		
	1979-1989	Wake CO Public School System	Raleigh, NC
	Classroom Teacher, Grades 3, 4, 5		
	<ul style="list-style-type: none"> Farmington Woods Elementary (3 years)-Cary, NC Underwood Elementary (7 years)-Raleigh, NC Kingswood Year-Round Elementary (1 year)-Cary, NC 		
	1989-1992	Wake CO Public School System	Raleigh, NC
	Assistant Principal		
	<ul style="list-style-type: none"> Fuquay-Varina Elementary School, Fuquay-Varina, NC Testing Coordinator, Curriculum Leader 		
	1992-1999	Wake CO Public School System	Raleigh, NC
	Elementary School Principal		
	<ul style="list-style-type: none"> Rand Road Elementary, Garner, NC 		
	1999-Current	Wake CO Public School System	Raleigh, NC
	Elementary School Principal		
	<ul style="list-style-type: none"> West Lake Elementary School- Apex, NC 		
	2003-Current	Wake CO Public School System	Raleigh, NC
	Area Superintendent, South Central Area		
	<ul style="list-style-type: none"> Supervises 25 principals and schools (ES, MS, HS Levels) Work with school communities to communicate county goals, policies, and procedures 		
	2001-Current	Meredith College	Raleigh, NC
	Adjunct Professor, School of Education		
	<ul style="list-style-type: none"> Teach Introduction to Language Arts & Children's Literature 		

Education	1964-1968	North Carolina Central University	Durham, NC
	<ul style="list-style-type: none"> ▪ B.A., Psychology ▪ Minor, Education 		
	1977-1979	Meredith College	Raleigh, NC
	<ul style="list-style-type: none"> ▪ Teacher Certification, Elementary Education 		
	1984-1986	Meredith College	Raleigh, NC
	<ul style="list-style-type: none"> ▪ Masters of Education, Elementary Education ▪ Reading Certification, K-12 		
	1986-1987	NCSU-Wake CO Public School System	Raleigh, NC
	<ul style="list-style-type: none"> ▪ Mentor Certification, K-12 		

**Professional
Growth and Skills**

- Mentor Certification (1986)
- Capital Area Writing Project (CAWP, 1989)
- Principals' Executive Program (PEP 37, 1993)
- Computer Technology Training
- Principals as Technology Leaders (PATL 5, 2001)
- Conferences and Staff Development activities in Curriculum, Reading
- High Competency Skills in Word Processing, Excel, Access, PPT
- Langford Quality Learning Seminar
- NASSP Assessment Center
- Crucial Conversations™
- Professional Learning Communities at Work Institute
- PLC Coaching Model
- Media Training I
- Ruby Payne's Diversity Training

**Professional
Organizations**

- Member, ASCD
- Member, Meredith College Teaching Fellows Advisory Council
- Member, Phi Delta Kappa (Capital Area Chapter)
- Board of Governors Member for the Triangle Leadership Academy

Donna M. Hargens

(b)(6)

EDUCATION:	Ed.D. SETON HALL UNIVERSITY	2005
	Education Leadership, Management, & Policy Leadership PEP for High School Principals	2001
	M.Ed. UNC-CHAPEL HILL	1988
	Educational Administration/Supervision PEP (Principals' Executive Program)	1994
	B.A. MARQUETTE UNIVERSITY	1979
HONORS:	KAPPA DELTA PI HONOR SOCIETY	2004
	PTA OUTSTANDING PRINCIPAL	2003
	PTA Outstanding Principal (Finalist)	2002
	WCPS PRINCIPAL OF THE YEAR	1997
	Top 10 Newsmakers, Cary, N.C.	1996
	PTA OUTSTANDING PRINCIPAL	1995
	SUMMA CUM LAUDE Graduate, Marquette	1979
	PHI BETA KAPPA	1979
	Wisconsin Honor Scholarship	1979
	Marquette University Scholarship	1979
	PI LAMBDA THETA HONOR SOCIETY	1979
	Valedictorian, Pulaski High School (1/668)	1975
EXPERIENCE:	Chief Academic Officer	2006-Present
	Assistant Superintendent	2005-2006
	for Curriculum and Instruction	
	Western Area Assistant Superintendent	2003-2005
	Principal, Green Hope High School	1999-2003
	NC Exemplary School	2001-2002
	NC School of Distinction	2001-2002
	NC Exemplary School	2000-2001
	NC School of Distinction	2000-2001
	Top 10 NC High School	2000-2001
	Principal, Cary High School	1992-1999
	High Growth	1998-1999
	High Growth	1997-1999
Asst. Principal for Curriculum & Instruction	1989-1992	
Millbrook High School		
Teacher (Spanish/English)	1979-1987	
Lomira High School		

Donna M. Hargens

ADDITIONAL EXPERIENCE:

Cary Chamber Board of Directors	2004-2006
Vice-Chair, Education Committee	
YMCA Board of Directors	2004-Present
Teacher of the Year Interview Committee	2004, 2005
Artist in Residence Committee	2002-2003
Co-Chair, Breaking Ranks Committee	2000-2002
Member, CLAS Committee	1999-2001
Member, Teacher Quality Task Force	1999-2001
Principal of the Year Committee	1998
Member, Cary Chamber Education Committee	1994-Present
Member, C & I Advisory Committee	1999-2000
Captain, Teacher of the Year Team	2001-2002
PTA Council Board Member	1996-1998
Falcon Project Committee Member	2000-2002
Administrative Intern, East Wake High	1988
Research Assistant, - UNC-Chapel Hill	1987-1988
Supervisor, Administrative Interns	93, 96, 99, 00, 01, 02
Chairperson – School Evaluation Team	1984-1987
Curriculum Audit Team Member	1985
Curriculum Writer (Spanish I – IV)	1979-1984
Supervisor, Student Teacher	1984
Coach, JV Volleyball and Forensics	1980-1988
Presenter, WI Foreign Language Conference	1985

PROFESSIONAL ORGANIZATIONS:

ASCD	
NCASCD	
NASSP	
Phi Delta Kappa	
Phi Beta Kappa Society	
Pi Lambda Theta	
Kappa Delta Pi	
MU Educators' Alumni Association	
General Alumni Association – UNC Chapel Hill	
Cary Central Rotary Club	1994-2000
Cary Rotary Club	2004-Present

BIOGRAPHY

Donald M. Haydon, Jr.

Personal:

(b)(6)

Current position:

- Chief Facilities and Operations Officer, Wake County Public School System, Raleigh, North Carolina
- Responsibilities include student transportation, student food services, facilities design and construction, facilities operations and maintenance, growth management and planning

Previous experience:

- United States Navy, over twenty years experience in facilities construction, management and operations
- Chief Operations Officer, Columbus Public Schools
- Executive Director of Finance & Operations, Minneapolis Public Schools

Education:

- Cornell University, Ithaca, NY: Bachelor of Electrical Engineering
- Naval Postgraduate School, Monterey, CA: Master of Science in Financial Management

Professional:

- Registered Professional Engineer, North Carolina and Ohio
- Council of Educational Facilities Planners International, Recognized Educational Facilities Professional
- Association of Higher Education Physical Plant Officers
- Society of American Military Engineers

**Senior Level
Financial, Human Resource, & Operations Management**

EXECUTIVE INTRODUCTION:

Fifteen years comprehensive senior management experience. Organizational leadership areas include financial, administrative, human resource, and operations management. Experience spans start-up entrepreneurial environments through large complex organizations in both the public and private sectors. A persuasive individual possessing strong oral and written communication skills and effective team building abilities. A consistent record of achieving desired results in progressively responsible management roles.

CORE SKILLS:

- FINANCIAL INFRASTRUCTURE DEVELOPMENT & DIRECTION
- BUDGETING, FORECASTING, FINANCIAL REPORTING & ANALYSIS
- CASH / CAPITAL PLANNING, & ASSET MANAGEMENT
- INTERNAL CONTROLS, ACCOUNTING PROCESS DESIGN & IMPLEMENTATION
- HUMAN RESOURCE ADMINISTRATION OVERSIGHT
- TQM INTEGRATION & PROCESS IMPROVEMENT
- RELATIONSHIP MANAGEMENT & PARTNERSHIP DEVELOPMENT
- PROJECT MANAGEMENT & TEAM BUILDING

PERFORMANCE PROFILE:

- **Financial & Human Resource Direction** - Provides comprehensive finance, human resource, and operations management to departments and staff. Detailed budgeting, forecasting, financial analysis, cash planning, and asset management. Designs financial and operational reporting to meet needs of management across functional boundaries. Oversight of human resource departments and coordination with accounting function. Defines and evaluates accounting processes, procedures, and policies, implementing change as required.
- **Project Management** – Manages complex projects from a strategic and operational perspective. Oversight of budget preparation in conjunction with management team and accounting staff. Leads consolidation of financial information and period / fiscal year closings. Works in conjunction with management in financial evaluation of new programs and initiatives.
- **Internal Controls & Accounting Systems Administration**– Utilizes knowledge of internal controls, accounting process design, and accounting information systems to ensure integrity of accounting functions. Designs and provides management reporting measuring financial results with integration of financial and non-financial benchmarks and metrics. Experienced in selection, integration, and management of accounting information systems, project management systems, CRM systems, and others.
- **Professional Services & Support** – Develops service programs and builds client professional services teams and processes delivering financial services, training, consultations services, system implementation, helpdesk/call-center, and on-site support services. Creates total quality management and client care programs to promote client satisfaction and perceived value in all service areas.
- **Management and Leadership** – Demonstrates effective leadership, management, team building, and mentoring skills in small, large, and matrix environments. Combined with superior oral and written communications skills, creates influencing ability, promotes working relationships, guides staff development, and achieves desired results.

EXPERIENCE AND SELECTED ACHIEVEMENTS:

WAKE COUNTY PUBLIC SCHOOL SYSTEM, Raleigh, North Carolina – 2006 to Present

Chief Business Officer. Hired to newly created position to assume responsibility and oversight of budget, finance, human resources, compensation services, purchasing, and risk management. Charged with expanding fiscal accountability and developing best business practices. Staff liaison to the Finance and Independent Audit Committees.

UNIVERSITY OF NORTH CAROLINA, Chapel Hill, North Carolina – 2003 to 2006

Associate Dean for Finance & Administration. Hired to this newly created position to update and oversee the financial, human resource, and administrative infrastructure of one of UNC's premier graduate schools, The School of Social Work. Responsible for the direct activities associated with over 150 faculty and staff, and charged with the task of updating accounting processes, information flows, internal controls, budgeting, financial reporting, and bringing The School into compliance with university and state guidelines. Financial oversight of school's private Foundation, and implementation of Sarbanes Oxley Act components.

DLN MANAGEMENT CONSULTANTS, Raleigh, North Carolina – 2001 to 2003

Managing Partner. Engaged in professional consulting activities. Services offered to clients in the area of Accounting, Financial Reporting, Sarbanes Oxley, Revenue Recognition, Operations, Organizational Restructuring, Capital Fundraising, HIPAA Compliance, and Marketing Management.

COMPANION TECHNOLOGIES CORPORATION, North Carolina / Pennsylvania - 1997 To 2001

Vice President & GM. Complete financial, human resources, and operational responsibility for the North Carolina and Pennsylvania based subsidiaries of Companion Technologies Corporation (CTC). CTC, a subsidiary of Blue Cross Blue Shield South Carolina, is a provider of healthcare industry practice management, transaction processing, and electronic medical record solutions to physician practice groups, MSO's, clinics, and university student health organizations. Initially lead the North Carolina headquartered operation, a multi-state subsidiary with direct responsibility for the 100-member staff. Challenged to increase revenues, improve internal accounting controls, streamline operations, and improve levels of customer service. A second CTC subsidiary, a declining Pennsylvania based operation with an 85-member staff, was added to responsibilities in 2000 with challenge of restructuring all efforts.

NORTH CAROLINA OPERATION - KEY RESULTS:

- Directed budgeting, financial forecasting, cash planning, monthly reporting, variance analysis, and period consolidations and closing, guiding and mentoring accounting staff. Worked with management team to achieve revenue and expenditure targets, and provided leadership to effect changes as necessary.
- Developed new revenue recognition standards to bring consistency, conservatism, and consistency to the existing process. Led management across functional boundaries in defining and implementing the new standards. Developed new reporting for senior management review and monthly approval to ensure compliance and senior management commitment.
- Acted as change agent, updating accounting processes and procedures, internal controls, training, helpdesk/call center support, and retraining mindset and techniques of tenured staff members. Streamlined operation, reducing staff 20% through attrition while maintaining service levels.
- Achieved aggressive objectives for EDI transaction revenues from health insurance claims, payment remittances, electronic patient statements, and collection letters. Recruited and added to results-driven sales team in a highly competitive staffing market. Increased recurring revenue streams from existing client base by 100% over three-year period.
- Executed sale of non-core client base and related assets to third party for \$1m gain. Structured deal so employees and clients associated maintained seamless employment and support services. Sale allowed increased focus on core business.

Companion Technologies Corporation (CONTINUED)

PENNSYLVANIA ORGANIZATION - KEY RESULTS:

- Took organization into profitable status within six months, driving efforts that grew sales 15% annually and stabilized client base that had dwindled from 1400 accounts down to 450.
- Restructured product offerings and staff responsibilities, streamlining all efforts, closed remote offices and consolidated all operational activities into Harrisburg, PA headquarters. Developed strong management group to motivate and provide cross training for staff. Provided organizational stability, achieving key employee retention during transition.

DATAFLOW COMPANIES, INC., Research Triangle Park, North Carolina - 1983 To 1997

Hired to create organizational structure and oversee accounting/operations during rapid growth for Value Added Reseller (VAR) developing and delivering accounting information management systems to the healthcare and other industries. Progressed through organization, reporting directly to President and owner as Senior Executive. Built company into \$15 million annual revenue operation with 120 headcount.

Senior Vice President & General Manager, 1993 To 1997. As owner moved out of daily issues, was given primary responsibility for operation. Continued to oversee finance & accounting, human resource management, operations, consultation/training services, marketing and sales of service based and upgrade products, software product development and support, hardware services, and recurring revenue stream products.

KEY RESULTS:

- Updated accounting system and internal controls to meet needs of company growth. Worked with accounting staff, outside auditors, and programmers in the design of accounting software integrating accounting and service functions.
- Managed new EDI transaction processing health insurance claim billing/payment remittance product and relationships with CyData/HBOC Clearinghouse, Payers, and Providers to drive early success. Through marketing, sales, and support team leadership, converted entire client base to this efficient process, creating a new income stream representing 33% of total recurring revenue. Built internal support and installation teams to ensure success of new product.
- Led marketing process for Electronic Medical Records and other key products into existing physician client base with challenge and success of finding early adopters. Supported sales efforts to large prospective accounts with strategy and presentations.
- Recruited quality staff members for positions throughout operation, developing a highly skilled team in a competitive hiring market. Developed internal systems to retain employee base, creating innovative compensation and benefits packages.
- Worked with auditors, owner, and prospective buyers through due diligence process, accomplishing sale of company.

Vice President & Operations Manager - 1987 To 1993. Promoted here based on consistent success in accounting management and operations efforts. Continued to handle accounting / internal operations, and assumed responsibility for marketing and sales of service-based products.

KEY RESULTS:

- Worked with clients, their CPA firms, and their internal auditors in a consulting capacity for information system reviews, internal control direction, year-end accounting functions, and other related information system issues.

DATAFLOW COMPANIES, INC. (CONTINUED)

- Developed strategy and executed strategic partnering agreement with CyData/HBOC, facilitating a migration for physician providers to now submit health insurance claims directly to a centralized clearinghouse source (EDI) for automatic re-distribution to payers leading to improved cash flow for providers and a new transactions based revenue stream for company.
- Defined updated strategy to maintain advantage in saturated market, focusing on superior service and responding to customer requirements for systems changes and upgrades. Client SWAT teams developed to bring customer base into satisfied state.
- Implemented Top Quality Management program, measuring quality of all client service functions to drive internal improvement and ongoing customer satisfaction.
- Developed client surveys to track lost clients/sales and identify areas for sales/operations improvement.

Operations Manager - 1983 To 1987. Managed accounting, and development and customization of physician practice management products and directed implementation of systems, client training and support, and additional, and services sales.

KEY RESULTS:

- Converted company from manual to automated accounting. Developed procedures and processes for internal accounting department, and then for all functional areas of organization. Internal controls developed to assure accurate accounting, safeguard company assets, and promote quality of services to client base.
- Worked with clients, CPA's, auditors, and programming staff in design of custom accounting application software for vertical markets including general accounting, non-profit accounting, fundraising, retail, building industry, and property management. Applications focused on meeting accounting and internal control needs.
- Grew company from a start-up one-location operation to multi-branch organization throughout the Carolinas and Virginia creating operational and organizational structure to match. Annual corporate growth of 75% to 150% achieved.
- Developed underlying structures, processes, and materials for client system implementation, training, helpdesk/call-center support, hardware support, and application program development.

CONSULTING EXPERIENCE:

Operated as an independent consultant for regional companies, providing guidance in Accounting, Financial Reporting, Sarbanes Oxley, Revenue Recognition, Operations, Organizational Restructuring, Capital Fundraising, and HIPAA Compliance.

EDUCATION / CERTIFICATION / PROFESSIONAL DEVELOPMENT / ASSOCIATIONS:

MBA – Fuqua School of Business, Duke University, Durham, North Carolina, 1992

BA – Business Management/Accounting, Duke University, Durham, North Carolina, 1979, Cum Laude

Licensed Certified Public Accountant, State of North Carolina

40 Hours annually in CPE Courses focusing on accounting, audit, GAAP, FASB, internal controls, advanced management and leadership skills, negotiations, total quality management, and IT.

American Institute of CPA's, Member • **North Carolina Association of CPA's, Member and Fellow**

Beverly I. White

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EMPLOYMENT AND POSITIONS HELD

Chief Technology Officer

Wake County Public School System, Raleigh, NC
February 2003 to present

Executive Director of Education Technology Services

The School District of Greenville County, Greenville, SC

Administering all technology for the largest school district in South Carolina (and the 66th largest school district in the US). Direct reports in Instructional Technology, Technical Support, Call Center, District LAN/WAN Administration, Web Development, User Support, Educational Television, Telecommunications, and Administrative Computing. A total of 50 full-time employees report in the Education Technology Services area. Responsibilities include devising and updating technology plan; interfacing with over 100 facilities and with the community; implementing and enforcing technology standards; communicating technology issues; developing and implementing budgets; devising and implementing policies. Resource for Board of Trustees; represent District at Civic and Community functions.
1998 to 2003

Director of Information Systems

Lehigh Carbon Community College, Schnecksville, PA

Created by a merger of administrative and instructional computing functions, Information Systems includes all campus technology functions. Responsibilities include developing and administering budgets; devising and implementing policies and plans; training and empowering users; organizing 2 programmers, 1 operator, 5 technicians, 1 network specialist, 2 lab supervisors, and Director of Instructional Technology into functional team to support technology at main campus as well as three off-campus sites; informing campus community of technology developments; serving on President's council. Areas of responsibility include HP3000 administrative computer with 100 terminals; eleven LANs; main campus WAN; Internet server; audio visual services; classroom scholar stations; video conferencing facility; satellite downlink facilities; 9 student computer labs; faculty computer lab; Library computer network; Financial Aid network; Word Processing network; administrative network; individual office computers, printers, and terminals.
1995 to 1998

EMPLOYMENT AND POSITIONS HELD (continued)

Director of Technology

Keystone College, La Plume, PA

Resulting from reorganization of the College, this new position consolidates Institutional Research and Planning, Management Information Systems, Instructional Technology, Library Automation, MultiMedia, Internet Connectivity, Communications, and Campus Training Initiative into a central Department of Technology. Responsibilities include developing and administering budgets; coordinating activities; developing plan for integrating all facets of campus technology; supervising personnel. Paradigm shift in campus approach to technology necessitated devising flexible, agile organization to maximize effectiveness of personnel, equipment, and services while identifying and incorporating new concepts and delivery systems.

1995 (approximately six months)

Director of Institutional Research and Planning

Keystone College, La Plume, PA

Responsibilities include interacting with campus community to devise strategic and tactical plans incorporating results of environmental scanning; projecting enrollment data; determining demand for curricular offerings; serving on President's cabinet; developing and administering budget; supervising researcher; perusing printed and online resources to determine demographics, trends, and developments and their impact on the college; distributing information in usable form to campus community; ensuring the integrity of the college's database; serving as the central source of data for internal and external reporting.

1994 to 1995

Coordinator of Instructional Technology

Keystone Junior College (now Keystone College), La Plume, PA

Responsibilities include supervising six microcomputer facilities used by students and faculty; developing and administering budgets; selecting hardware and software; integrating microcomputers and audio visual equipment into multimedia workstations; assisting faculty in integrating technology in various disciplines; gathering and maintaining data on hardware, software, computer and audio-visual usage; monitoring new technologies and providing information for College's long-range plan; developing, implementing, and updating long-range plans for Instructional Technology; setting policies for Instructional Technology across campus; directing five part-time paraprofessional lab supervisors, one part-time audio-visual/multimedia specialist, and twenty-five student lab assistants.

1989 to 1994

Owner

bevtec

Sole proprietorship providing computer and business expertise on a contract basis. Specialty areas include computer system specifications and developments, statistical analysis, technical writing, user training, workshops, documentation, authoring, multimedia development, and consulting.

1988 to Present

EMPLOYMENT AND POSITIONS HELD (continued)

Trainer

Office of Drug and Alcohol Programs (ODAP)

Department of Health, Commonwealth of Pennsylvania

Responsibilities include providing computer and database training for drug and alcohol facilities throughout Pennsylvania as one of two certified trainers in the state for Client Tracking System (CIS), FoxBASE+, FoxPro, QUATTRO and DOS; authoring CIS documentation.

1988 to 1995

Adjunct Faculty Lecturer

Keystone Junior College, La Plume, PA

Luzerne County Community College, Nanticoke, PA

College Misericordia, Dallas, PA

Responsibilities include instructing computer and mathematics courses.

1988 to 1994

Professor, Department Chair, Programmer

Lackawanna Junior College, Scranton, PA

Responsibilities include teaching computer and mathematics courses offered in department; performing departmental planning functions including determining faculty schedules, courses, and number of sections to be offered based on enrollment projections; providing programming, user training and system support for administrative computer system.

1970 to 1989

High School Mathematics Teacher

Thomasville, GA

Allentown, PA

Montrose, PA

1964 to 1970

EDUCATION

Harvard University

1999

Technology leadership and planning studies

Vanderbilt University

1998

Web page design and evaluation (online course)

State University of New York, Binghamton, NY

1985

Computer languages and methodology courses in Computer Information Systems post-masters degree program

Marywood College (now Marywood University), Scranton, PA

University of Scranton, Scranton, PA

Wilkes University, Wilkes-Barre, PA

1980 to 1985

Various courses in computer languages and concepts

Lehigh University, Bethlehem, PA

Mathematics/Education

1966 to 1970

Master of Arts – 1970

Valdosta State College (now Valdosta State University), Valdosta, GA

Mathematics/Education

1961 to 1964

Bachelor of Science - 1964

PROFESSIONAL DEVELOPMENT HIGHLIGHTS

National Science Foundation Grant Recipient
Lehigh University
Studied Statistics and Non-Euclidean Geometry
1968

Individualized Instruction Methods
Columbia University
1972

College Governance and Planning Workshop
Bennett College
1973

Database Management Strategies Workshop
University of North Carolina
1985

Health Care Database Management Workshop
Medisoft, Chicago, IL
1992

MultiMedia Workshop
University of Delaware
1994

NorthEast Association of Institutional Researchers
Regional Conference, Baltimore, MD
1994

Novell Administrator Training
Alternatives, Allentown, PA
1995

PROFESSIONAL DEVELOPMENT HIGHLIGHTS (continued)

Fred Pryor and Career Track seminars

One-day seminars addressing leadership, empowerment, managing multiple priorities, and other current topics

1970 to Present

International Conference on Technology and Education (ICTE)

New Orleans, LA

February 1996

Eastern Small College Computing Conference (ESCCC)

Scranton, PA

October 1996

Computers on Campus

Myrtle Beach, SC

November 1996

League for Innovation Conference on Information Technology

Phoenix, AZ

November 1996

Fundamentals of Teaching at a Distance

Marywood College (now Marywood University), Scranton, PA

March 1997

AAHE Teaching Learning Technology Roundtable

Kutztown University, Kutztown, PA

March 1997

Beginning Windows 95

New Horizons, Bethlehem, PA

June 1997

National Title III Workshop

Washington, DC

December 1997

Web Page Design and Evaluation

Vanderbilt University (online course)

January – May 1998

International Conference on Technology and Education

Santa Fe, NM

March 1998

PROFESSIONAL DEVELOPMENT HIGHLIGHTS (continued)

CAUSE Leadership Institute

Boulder, CO

June 1998

Leadership and the New Technologies

Harvard University, Cambridge, MA

July 1999

The National School Technology Leadership Conference

Austin, TX

March 2000

EdTech

South Carolina's technology conference held in various locations each year

October 1998, October 1999, October 2000, October 2001, October 2002

National School Board's Association Teaching + Learning Conference

Atlanta, GA

November 2001

Baldrige Training

(multiple sessions)

Greenville, SC

2001 - 2002

SEIR-TEC SEA Academy

Member of South Carolina team with authentic learning project of creating plan to revise the state technology plan

Gunthersville, AL

April 2002

National School Board's Association Teaching + Learning Conference

Dallas, TX

November 2002

District Portfolio Workshop

Presented by Dr. Victoria Bernhardt

Greenville, SC

February 2003

South Carolina Technology Plan Revision

Planning and Writing Team

April 2002 to present

WORKSHOPS ORGANIZED AND PRESENTED

QUEO or not QUEO

Explanation of college-level credit course originated to teach querying techniques for accessing mainframe databases.

1986

The Quick Brown FoxBASE+ Training

Hands-on training in fundamentals of databases and specifics of FoxBASE+ database software.

1989 to 1995

The Reluctant User

A nontechnical view of the influence of computers on society.

1990

Survival Skills in WordPerfect 5.1

A one-hour training for study skills students.

1990 to 1996

The Client Information System (CIS)

Training in proprietary database management system devised by Pennsylvania Department of Health for tracking drug and alcohol treatment clients.

1990 – 1993

Querying the CIS

Training drug and alcohol treatment personnel in methods of extracting data and generating reports from the CIS database.

1992 – 1993

Purchasing Your Personal Computer

An analysis of needs and overview of hardware and software options.

1993

Don't Let Your Computer Make You Sick

Practical ways to prevent computer related health problems.

1993 to 1998

Introduction to Microcomputers

Hands-on introduction to computers and Disk Operating System.

1992 to 1995

WordPerfect 5.1: Introduction, Advanced, Newsletter, Tips and Tricks

A series of stand-alone hands-on trainings in use of WordPerfect 5.1 word processing software.

1992 to 1995

WORKSHOPS ORGANIZED AND PRESENTED (continued)

LOTUS 1-2-3: Introduction, Advanced

*A series of stand-alone hands-on trainings in use of LOTUS 1-2-3 spreadsheet software.
1992 to 1995*

Holiday Correspondence Using WordPerfect 5.1

*Creation of holiday letters, cards, invitations, envelopes, and mailing labels using WordPerfect.
1993*

You Can Do WINDOWS

*Introduction to concepts and advantages of WINDOWS operating environment.
1994 to 1998*

MicroSoft WORD 6.0: Introduction, Intermediate, Advanced

*A series of stand-alone hands-on trainings in use of WORD 6.0 word processing software.
1995 to 1996*

MicroSoft PROJECT 2.0: Introduction, Advanced

*A series of stand-alone hands-on trainings in use of Project 2.0 project management software.
1995 to 1996*

Introduction to Internet

*Information and demonstration of major facets of Internet
1995 to 1998*

Is Internet for You?

*Business applications of Internet
1995 to 1998*

WordPerfect 5.1 Graphics

*Information and demonstration of graphics capability of WordPerfect 5.1
1995 to 1996*

DeskTop Publishing with WordPerfect 5.1

*Information and demonstration using desktop publishing features of WordPerfect 5.1 to
produce attractive documents
1995 to 1996*

Creating Newsletters with WORD 6.0

*Information and demonstration using desktop publishing features of WORD 6.0 to produce
attractive newsletters including graphics
1996 to 1997*

Computer Literacy: Auto Mechanics or Driver Ed?

*Discussion of what computer literacy means in today's society
1996 to 1998*

WORKSHOPS ORGANIZED AND PRESENTED (continued)

Characteristics of Effective WWW Pages

Utilizing existing WWW Pages to demonstrate what makes a page effective
1996 to 1998

Follow the Yellow Brick Road to Technology

Identifying user types and suggesting appropriate technology techniques
1999 to Present

Which Hat Are You Wearing?

Tips and shortcuts for Microsoft Office 97
2000

Teamwork in Education

Leadership and Management Academy
Interactive exploration of the meaning of teamwork in the educational environment
2000

PRESENTATIONS AT CONFERENCES

Effectively Communicating Technology to Maximize Campus Impact

Eastern Small College Computing Conference (ESCCC)

Scranton, PA

October 1996

**Developing Campus Technology Policies and Plans: Crockpot or Microwave
Computers on Campus**

Myrtle Beach, SC

November 1996

Effectively Communicating to Maximize the Impact of Technology

League for Innovation Conference on Information Technology

Phoenix, AZ

November 1996

Enhancing Teaching and Learning with Technology

Keystone College

LaPlume, PA

May 1997

PRESENTATIONS AT CONFERENCES (continued)

Growing a Web Site: A Case Study

Stop Surfing-Start Teaching 1998 National Conference

Myrtle Beach, SC

Accepted for presentation at February 1998 conference

Growing a Web Site: A Case Study

International Conference on Technology and Education

Santa Fe, NM

March 1998

PUBLICATIONS

Books:

The Quick Brown FoxBASE+ Training Manual

Office of Drug and Alcohol, Department of Health, Commonwealth of Pennsylvania

1989

Client Information System Facilities Manual

Office of Drug and Alcohol, Department of Health, Commonwealth of Pennsylvania

1991

Real Life Math and the Power of Numbers (co-author)

English Language Institute

1993

Various Math and Computer Texts

International Correspondence School

1990 - 1994

Algebra Study Guide

Learning and Evaluation Center

1995

PC Office Specialist

Lifetime Schools

1995

Computer Viruses

National Education Corporation

1996

PUBLICATIONS (continued)

Introduction to Computers Study Guide

Keystone National High School

1998

WORKS for You

Lifetime Schools

1999

The Mathematical Palette: Study Guide

Harcourt Learning Direct (a division of Harcourt Brace)

1999

Introduction to Computers Study Guide

Thompson Direct

2001

Windows XP Study Guide

Thompson Direct

2002

Business Statistics Study Guide

California College for Health Sciences

2003

Computer Based Tutorial (CBT) Disks:

Learning WordPerfect (collaborator)

Lemarr Arnold

1991-1992

WordPerfect Macros (collaborator)

Lemarr Arnold

1991-1992

Learning LOTUS (collaborator)

Lemarr Arnold

1991-1992

LOTUS Macros (collaborator)

Lemarr Arnold

1991-1992

PUBLICATIONS (continued)

CD-ROM:

Personal Best CD-ROM (collaborator)
National Education Training Group Spectrum
1994

Training Video:

A Way with Words (concept and script)
Synergy Productions and bevtec (a collaboration)
1994

Wytukaye and You (concept and script)
Synergy Productions and bevtec (a collaboration)
1999

Articles:

Real Users Sometimes Don't!
Data Management
February 1986

Busy, Busy
The Christian Reader
November/December 1977

Meditation For Ordinary Days
The Christian Reader
March/April 1978

Little Christmas Story
The Christian Reader
November/December 1980

Assorted Short Articles
The Pierian Spring
1989 – 1993

MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Association of School Administrators

Association for Supervision and Curriculum Development

National Association of Female Executives

American Association of University Women

COMMUNITY ACTIVITIES

Disciples United Methodist Church

United Way Palmetto Society

United Way Allocations Committee

Opportunity Greenville

Connections III: Women Leaders of the Upstate

Leadership Greenville Class XXVII

USCS Information Management and Systems Advisory Board

Habitat for Humanity

Drug and Alcohol Council Steering Committee

Leadership Forum (Greenville)

PROFESSIONAL ACTIVITIES

SDGC Y2K Task Force Chair

SC State Technology Committee

Technology Advisory Group

Technology Council

Education Plan Action Team

Corporate Partnership for Operational Excellence – technology liaison

Village Green Advisory Board

Speakers Bureau

Telecommunications Advisory Committee for the City of Greenville

Planning Team for South Carolina Technology Plan Revision

Writing Team for South Carolina Technology Plan Revision

HONORS AND AWARDS

Who's Who Among American Women in Education
1993, 1994, 1995, 1996

Who's Who Among Women in Communication
1996, 1997

Association of Visual Communicators CINDY award
(for video: A Way with Words)
1995

Community College Association for Instruction and Technology (CCAIT) Award
Presented at Association for Educational Communications and Technology (AECT) National
Convention's International Computing and Instructional Technology Exposition
(InCITE '98) in St. Louis, MO, February 1998
(for video: A Way with Words)
1998

HONORS AND AWARDS (continued)

*Third Annual Consortium for Computing in Small Colleges Northeastern Conference
(CCSCNE-98) held in Fairfield, CT in April 1998
Review Panel for Papers Submitted for Presentation
November-December 1997*

*The CAUSE Fellowship for the 21st Century
Inaugural fellow
1998 calendar year*

*Leadership and the New Technologies
Harvard University Graduate School of Education
Selected to participate on basis of competitive application process
July 1999*

*Board of Trustees Resolution
School District of Greenville County
Commendation for successful Y2K project management
2000*

*Association of Visual Communicators CINDY award
(for video: Wytukaye and You)
2000*

*The Communicator Award
(for video: Wytukaye and You)
2000*

*Innovision Award Finalist
Business division
(for work with Corporate Partnership for Operational Excellence)
2000*

*Innovision Award nominee
Education division
(for improvements in technology in the School District of Greenville County)
2001*

*Letter of Commendation
Inez Tennenbaum, South Carolina Secretary of Education
(for participation in creation of "Plan to Plan" for SC Technology Plan Revision)
2002*

DAVID HOLDZKOM

(b)(6)

EMPLOYMENT:

Jun 2005 to date: Assistant Superintendent, Evaluation & Research, Wake County Public School System, Raleigh, NC

Aug 00-Jun 05: Independent Consultant in Educational Evaluation

Aug 93-Aug 00: Executive Director/Assistant Superintendent, Research, Development & Accountability, Durham Public Schools, Durham NC

Nov 85-Jul 93: Director, Personnel Services Division, NC Department of Public Instruction, Raleigh, NC

Jan 80-Oct 85: Director, R&D Interpretation Service, Appalachia Education Lab, Charleston WV, and CEMREL, St. Louis, MO

May 79-Jan 80: Independent Consultant, Research & Evaluation

Mar 78-May 79: Director, R&D, Institute of Modern Languages, Silver Spring, MD

Aug 77-Mar 78: Consultant, Development Associates, Washington, DC

Aug 76-Aug 77: Consultant, Center for Applied Linguistics, Arlington, VA

TEACHING:

University of North Carolina—Chapel Hill, NC (Assessment & Accountability)

North Carolina Central University, Durham, NC (Educational Research Methods)

Fordham University, New York, NY (Tests and Assessment in Bilingual/ESL Education)

West Virginia State College, Institute, WV (Freshman English)

Luther Rice College, Washington, DC (ESL)

American Bankers Association, Washington, DC (ESL)

University of Constantine, Constantine, Algeria (Modern English & French Literature)

Lincoln High School, Seattle, WA (English & Remedial Mathematics)

Lycee Mixte, Kasserine, Tunisia (EFL)

SELECTED PUBLICATIONS:

Teacher Work Samples and Accountability Systems (with Kimberly S. Cowley, Susan Voelkel, and Nicole Finch), Charleston, WV, Appalachia Educational Laboratory: May 2005.

Effects of a Culturally Responsive Teaching Project on Teachers and Students in Selected Kanawha County, WV, Schools (With Hughes, Cowley et al.). Published by Appalachia Education Laboratory, Charleston, WV. 2004.

Formative Evaluation of the Title II Renaissance Partnership for Improving Teacher Quality Project (with Cowley, Finch & Meehan). Published by Appalachia Education Lab, Charleston, WV, 2003

Evaluation of Years 1 and 2 of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students (with Cowley, Finch & Meehan). Published by Appalachia Education Lab, Charleston, WV, 2003

A Blueprint for Using Data to Improve Schools. Published by the North Carolina Network, Raleigh, NC. 2003.

Managing Low Performing Schools: A Policy Brief Published by Appalachia Educational Laboratory, Charleston, WV. December 2001.

"High Student Performance" in *Governor's First in America Report*, edited by Charles Thompson and Elizabeth Cunningham, Chapel Hill, NC: UNC. December 2000

"From Accountability to Professional Empowerment in North Carolina" (with Richard M. Brandt) a chapter in *From Accountability to Professional Development: The Evolution of Teacher Evaluation Policy*, edited by Daniel L. Duke. Albany NY: SUNY Press, 1995.

"Designing a Personnel Management System for School Psychologists". *Journal of Personnel Evaluation in Education*, 9:159-170, 1995.

"Teacher Performance Evaluation in Southeastern States: Forms and Functions" (with B. Kuligowski and R. French), *Journal of Personnel Evaluation in Education*, 6:335-358, 1993.

"The Influence of State Agencies on Curriculum", *NASSP Bulletin*, 76: 12-21, December 1992.

"Teacher Performance Appraisal in North Carolina: Preferences and Prejudices", *Phi Delta Kappan*, 27 (10), June 1991.

"Effectiveness of the North Carolina Teacher Performance Appraisal System" (with D. Stacey and B. Kuligowski), *Journal of Personnel Evaluation in Education*, 3:79-106, 1989.

"Personnel Evaluation: Bureaucratic or Professional Responsibility?" *NCASCD Journal*, Fall: 10-21, 1988.

"Measuring the Effectiveness of Staff Development" (with B. Kuligowski) in *Journal of Staff Development*, 9:1, 10-13, 1988.

"Readability: Matching Text to Student", in *Research Within Reach: Secondary School Reading*, edited by Alvermann, Moore, and Conlon. Newark, DE: International Reading Association, 1987.

"Appraising Teacher Performance in North Carolina", *Educational Leadership*, 44(2), 40-44, April 1987.

Educational Managers: A Literature Synthesis. Charleston WV: Appalachia Educational Laboratory, 1985.

RESEARCH REPORTS & PRESENTATIONS:

"Educating Black Children in 19th Century Schools". Paper presented at the annual meeting of the American Education Studies Association, Charlottesville, VA, November 2005.

"Looking in Classrooms: Three Stories of Education Reform". Paper presented at the annual meeting of the American Education Studies Association, Kansas City, MO, November 2004.

"Making a Difference: The effectiveness of a tutorial program in overcoming early reading difficulties". A randomized trial experiment of early reading intervention. Wake County Public Schools, Raleigh, NC. 2004

"Touching the Lives of Children: A Proven School Readiness Program". (With Melmed, Boyd and Hayden). Paper presented at Head Start's 6th National Research Conference. Washington, DC. 2002

"Family, Community, School Connections". Discussant on panel at the annual meeting of the American Educational Research Association. New Orleans, LA. 2002.

"Evaluating the impact of a school board policy on grade promotion based on competency testing". Paper presented at the annual meeting of the American Educational Research Association. Seattle, WA, 2001.

"Separating the wheat from the chaff: four research studies of reading programs." Discussant on a symposium at the annual meeting of the American Educational Research Association. New Orleans, LA, 2000.

"Be careful what you ask for: the impact of an accountability system on student achievement, school achievement, and teachers". Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. 1999.

"Where's the science in educational research?". A discussion paper presented at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada, 1999.

"Establishing 1st grade reading norms" (with Haenn and Webb). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. 1997.

"Home and school influences on children's academic achievement: implications for intervention" (with Kurtz-Costes, Meece, and Halle). A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. 1997.

"Apples to oranges: inappropriate applications of a group test to decisions about individual students". Paper presented at the annual meeting of the American Educational Research Association. New York, NY, 1996.

"Computer knowledge: heads or hands? A study of development of a two-phase examination of computer knowledge." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, 1995.

"Summary of implementation of a pilot study of outcomes-based education in North Carolina". Paper presented at the annual meeting of the American Educational Association, San Francisco, CA, 1995.

"Politics vs. technique with the emphasis on 'versus'". Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, 1995.

"Shifting paradigms or shifting perspectives: evaluation of the effects of the School Improvement and Accountability Act of 1989 in North Carolina". Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA, 1993.

"Local and state relationships: working together to examine implementation of an educational reform initiative". Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA, 1993.

"NC school improvement and accountability act: a description of local district proposals" (with Barbara Kuligowski). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, 1991.

"The limits of generic skills evaluation in special teaching situations" (with Dennis Stacy). Paper presented at annual meeting of American Educational Research Association, Chicago IL, 1991.

"Does program evaluation make a difference?" Paper presented at the annual meeting of the American Educational Research Association, Boston, MA, 1990.

"Better teaching for better learning: student achievement results in a 4-year pilot of a teacher career development project." Paper presented at the annual meeting of the American Educational Research Association, Boston, MA, 1990.

"Comparability of teacher evaluation systems in 15 southeastern states" (with Barbara Kuligowski and Russell French). Paper presented at annual meeting of the American Educational Research Association, Boston, MA, 1990.

"A longitudinal study of change in teacher performance (with Dennis Stacy and Barbara Kuligowski). Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA, 1989.

"State and local partnerships in developing a career development program". A symposium presented at annual meeting of the American Educational Research Association, San Francisco, CA, 1989.

"Effectiveness of the NC teacher performance appraisal system". Paper presented at annual meeting of the American Educational Research Association, New Orleans, LA, 1988.

"Using research-based knowledge to improve science education". Invited keynote address, Summer Leadership Seminar, National Association of Science Supervisors, Johnson City, TN, 1988.

"Goal setting in science education". Invited keynote address, Summer Leadership Seminar, National Association of Science Supervisors, Pocono, PA, 1987.

CONSULTANCIES & TRAINING:

Member of a visiting evaluation team sponsored by National Science Foundation, to University of Kentucky. July 2004.

Conducted field observations of middle school mathematics teaching in New Jersey and wrote research protocols. Horizon Research, Chapel Hill, NC. March-April 2004.

Conducted field observations of elementary, middle, and high school mathematics teaching in New Jersey and Louisiana and wrote research protocols. Horizon Research, Chapel Hill, NC (NSF-funded project). October-March 2003.

Conducted a series of focus groups in 5 cities with employment managers interested in apprenticeships. Department of Labor-sponsored activity. Feb-Jun 2002

Prepared analysis of student achievement for Governor's *First in the Nation* project, conducted by Council for Educational Research, UNC-GA. Sep-Nov 2000.

Developed and delivered training modules on state promotion standards and data analysis and use, North Carolina Network, June 98-March 2000.

Visiting faculty, Principals Executive Program, University of North Carolina, Oct 98, Apr 1999, and Jul 1999.

Lead trainer for NC DPI School Assistance Teams. (Contract managed by Research and Evaluation Associates, Inc.) June 1997 to date.

Prepared analysis of impacts and benefits of merger of Davidson County, Lexington City, and Thomasville City School districts. Oct 1996 to Mar 1997.

Facilitated brain-storm session for Democratic Party Caucus, North Carolina General Assembly, July-September 1995.

Prepared analysis of impacts and benefits of merger of Stanly County and Albemarle City school districts. July-September 1995.

Wrote position paper on impacts and benefits of merger of city and county school districts in North Carolina, May-July 1995.

Implemented outcomes improvement strategies for high school and elementary schools in Kings Mt.(NC) City Schools. Aug 1994-May 1995.

Developed alternative approaches for evaluation of teacher performance for Catawba County (NC) and Lexington City (NC) School districts. July 1993-March 1994.

Assisted in development of personnel policies for Odyssey Project, an NASCD school system.

Served on a three-person advisory panel advising Master Teacher Career Options Pilot Program for Louisiana Department of Education, Baton Rouge, LA, June 1989-March 1991.

Served as NC representative to working group sponsored by Council of Chief State School Officers to develop criteria for evaluation of 1st and 2nd year teachers. Nov 1991-Jun 1993.

Reviewed plans for teacher evaluation system for Louisiana Department of Education, Baton Rouge, LA, Mar 1991-Oct 1991.

Designed and conducted classroom observation study for School of Education, UNC, Mar-May, 1990 and Mar-May 1991.

Conducted study of teacher evaluation systems in 15 Southeastern states. Sponsored by Southern Regional Education Board, Atlanta, GA, May 1988-Apr 1990.

Designed pilot study of performance of master teachers. Sponsored by Texas Education Agency. Austin, TX. May 1989-Jun 1990.

Reviewed proposals for D.D. Eisenhower Science/Math grants. US Department of Education. Apr-Jun 1990.

Consulted in area of teacher certification requirements. Sponsored by Educational Testing Service, Princeton, NJ. Mar 1990.

Consulted on alternative methods of assessing student achievement. Sponsored by Governor's Study Commission, Frankfort, KY. June 1989.

Consulted on writing across curriculum project. Ashland (KY) Community College. July 1989.

Chaired Blue Ribbon Task Force on Career Development Program. Sponsored by Charlotte-Mecklenburg Schools. Nov 1987.

RECENT EVALUATION PROJECTS:

1994-2005: Conducted annual evaluations of early childhood education projects in N. Carolina

1995-2004: Conducted annual evaluations of early childhood education in Tennessee.

98-2000 Co-PI, Project RAMP, an NSF-sponsored mathematics education reform project, Durham Public Schools.

1998 Conducted evaluation of early reading program in Surry County (NC) Schools.

1995 Conducted functional evaluation of Georgia Department of Education Testing and Assessment Unit.

1995 Analyzed likely impacts of school district mergers in selected NC counties

1993 Conducted functional analyses of personnel offices in two NC school districts

1992 Evaluated Chapter 2, ESEA Program in North Carolina.

1991 Assisted in functional analysis of organizational units of NC Dept of Pub.Instr.

AWARDS, HONORS, BOARDS AND CERTIFICATIONS

2002-2005 Samuel B. Holton Fellow in History & Philosophy of Education, University of North Carolina—Chapel Hill.

2003-2005 Board of Directors, PACE Academy, Chapel Hill, NC. Served as Board Chair, 2004-2006.

2005 Elected to Alpha Epsilon Lambda, National Graduate Student Honor Society.

2005 Elected to Frank Porter Graham Honor Society, UNC-CH.

- 2004 Outstanding Publication Award, presented by Division H, American Educational Research Association.
- 1997-98 Educational Policy Fellowship, North Carolina Public Schools Forum.
- 1997 *Phi Delta Kappa* Outstanding Research Award, presented by Carolina Chapter.
- 1997-99 President, Alumni Board, Principals' Executive Program, UNC—Chapel Hill.
- 1996-99 Alumni Board, Principals' Executive Program, UNC—Chapel Hill.
- 1996-97 Board of Directors, Central Carolina Consortium, Durham, NC.
- 1995 Jack McCall Award, presented by Superintendents' Executive Program, UNC-CH
- 1995 Outstanding Academic Award, presented by Superintendents' Executive Program, UNC-CH.
- 1995 Outstanding Publication Award, presented by Division H, American Educational Research Association.
- 1991 *Phi Delta Kappa* Outstanding Research Award, presented by Carolina Chapter.
- 1990 Governor's Executive Management Program.
- 1992-2010 North Carolina Licensed as Superintendent, Principal, Curriculum & Instruction Specialist, Teacher of English 6-12 (endorsed for ESL 6-12), Social Studies 6-12 and Teacher Mentor.

EDUCATION:

University of North Carolina—Chapel Hill, 2002-Date, Ph D Candidate (Education/History Minor).

University of Washington, 1974, MA (English).

University of Washington, 1973, BA (English).

University of Washington, 1970, BA (Political Science).

CHARLES "Chuck" DULANEY

Contact Information

HOME ADDRESS:
DATE OF BIRTH:
EMAIL ADDRESS:

(b)(6)

Summary Of Academic Preparation

DEGREES: B.A. (History) Occidental College, 1969
M.A. (Educ. Research) Univ. Of Missouri--Kansas City, 1978
Ed.S. (Educ. Admin.) Univ. Of Missouri--Kansas City, 1980

Summary Of Work Experience

I am currently employed as Assistant Superintendent For Growth and Planning for the Wake County Public School System. In that position I lead a department that is responsible for student assignment, enrollment projections, demographic research, and long-range facility planning. Our school district has been growing at a steadily accelerating rate for the past four years, and construction of new schools has not kept up with enrollment growth. One important mission of our department is to help the community understand the nature and impact of enrollment growth and build consensus on the need for both new facilities and the renovation of aging facilities across the county. A related mission is to make annual growth management recommendations to the Board of Education that maintains healthy school populations at all schools and avoids overcrowding or underutilization of school facilities.

I began my career as an elementary school teacher in Kansas City, Missouri, and during my career I have served as an elementary principal, a staff development coordinator, an evaluation specialist, and as senior director for school accountability. I have worked for the Center School District in Kansas City, Missouri, the Charlotte-Mecklenburg School System, and Wake County Public Schools.

NANCY ROSE BAENEN

(b)(6)

WORK EXPERIENCE

1990 to present

**Evaluation and Research
Wake County Public School System**

Positions Held

Senior Director of Program Accountability (8/97 to present)
Director of Evaluation (12/92 to 7/97)
Director of Evaluation and Testing (1/90-11/92)

Responsibilities

Supervision of staff
Development of annual evaluation and testing agenda
Budget preparation and administration
Planning and implementation of research and evaluation projects
Coordination of evaluation, survey, and testing projects
Data analysis, report writing, editing, and dissemination
Coordination/consultation with WCPSS and outside agency staff

Major Projects

Evaluation of several multi-million dollar local efforts to improve student achievement and close achievement gaps K-12
Supervision of multiple grant evaluations and needs assessments
Supervision and/or completion of evaluations for a variety of other efforts (such as magnet programs, high school reform, interventions to support struggling learners and students with limited-English proficiency, partnerships with outside agencies, gifted education, drug abuse prevention, and kindergarten screening)
Development, data collection, and reporting of districtwide staff, parent, and student survey efforts
Collection and dissemination of system and school data for accountability and school improvement
Training for schools and central staff related to understanding and using assessment results, particularly for school and program improvement
Development of database systems for program records
Coordination of districtwide testing activities and reporting
Development of criterion-referenced test in language arts and math

**1976 to 1990 Office of Research and Evaluation
Austin Independent School District**

Positions Held

Research Analyst (9/89 to 12/90)
Evaluator II (8/85 to 8/89)
Evaluator I (7/79 to 8/85)
Evaluation Intern (1/78 to 6/79)
Evaluation Assistant II (9/77 to 1/78)
Evaluation Assistant I (11/76 to 8/77)

Responsibilities. Similar to Wake County Public School System with fewer supervisory duties. Major areas of study and responsibility:

- Policy Analysis/Evaluation
- Program Evaluation-Educational
- Program Evaluation-Service-Related
- Test Coordination
- Personnel Evaluation Forms Development
- Survey Research

1976 US Bureau of the Census, Austin, Texas. Processed census forms for Travis County experimental census.

1974-75 New Concepts Foundation for the Handicapped, Green Bay, Wisconsin. As Daily Living Coordinator, supervised operation of a group home unit for mentally challenged citizens. As a graduate student, provided social services for practicum credit.

EDUCATION

1974-79 University of Wisconsin-Green Bay, Green Bay, Wisconsin. Master's degree granted August, 1979. Program emphasis-psychology, research methods, social services.

1970-74 University of Wisconsin-Green Bay, Green Bay, Wisconsin. BA degree granted May, 1974, Growth and Development (and interdisciplinary program with an emphasis on developmental psychology).

Academic Honors

1974 Awarded graduate teaching assistantship
1974 Graduated magna cum laude
1971-74 Named to Dean's Highest Honors List

OTHER RELATED TRAINING/EXPERIENCE

Evaluation models, regression analysis (linear and curvilinear models)
Educational evaluation methods and results
Quality management training (Baldrige, Langford, Deming, and Covey)
Program cost/benefit analyses
School and teacher effectiveness
Communication techniques

C:\Documents and Settings\Administrator\Desktop\Resumes 07\Nancy Baenen resume.doc

Individual and family counseling practicum
Statistical Analysis System (SAS)
Word processing and graphics (Microsoft Office Suite, Publisher).

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Directors of Research & Evaluation (DRE)
National Association of Test Directors (NATD)
Phi Delta Kappa

PROFESSIONAL AWARDS AND APPOINTMENTS

Secretary, Division H of AERA, 2004-2006
Program Chair, Division H of AERA, 2001-2002; Newsletter Editor 1999-2000
President, Directors of Research and Evaluation (DRE), 2000-2001
Awards from Report Competition from Division H of AERA (Author or Supervisor/Editor):

- "Department Website" for WCPSS Evaluation & Research Website (2006 and 2005)
- "NCLB Informational Materials" for Improving Teacher Quality: Progress in Meeting NCLB (Title II-A) Requirements, 2003-04 (2006)
- "Instructional Research" for NovaNET 2000-01, Analyses of Standard Outcomes Relative to a Comparison Group (2003)
- "Planning & Policy Research" for Gaps in Academic Achievement: WCPSS Status 2001-02 (2003)
- "Summary Report" for Class-Size Reduction Evaluation 1999-2000 (2002)
- "Instructional Research" for Impact of Accelerated Learning Program (ALP) and Other Assistance 1999-2000 (2001)
- "Summary Report" for Staff Development Review (2001)
- "Instructional Research" for A Closer Look at 1995-96 Achievement Trends: Grades 3-8 (1998)
- "Instructional Program Evaluation" for Alternative Schools Evaluation Report, 1995-96 (1997).
- "Policy Studies" for Should Students Take Algebra in Middle School? (1997).
- "Innovative Reporting Methods" for Parent Survey Results (1994).
- "Advance in Methodology" for DRE's General Evaluation System: GENESYS 1988-89 (1990).
- "Best Brochure-Honorable Mention" for Teaming Up on TEAMS.
- "Best Report of Policy Study" for Retention or Promotion: An individual Decision (1985).
- "Best Report of a Policy Study" for FINAL TECHNICAL REPORT-Retention and Promotion 1982-83.
- "Best Information Materials Describing an Evaluation Unit" for 1980-81 Evaluation Findings Volume.

PAPERS, PRESENTATIONS, AND PUBLICATIONS

Primary, co-author, or supervisor/editor of over 100 publications (final reports, newsletters, and manuals) for the Evaluation and Research Department, Wake County, Raleigh, North Carolina. Author of two articles for professional publications:

Baenen, N., Bernholz, A., Dulaney, C. and Banks, K. (1997). Reading Recovery: Long-term progress after three cohorts. Journal of Education for Students Placed at Risk, 2(2), 161-181.

Prohm, B., and Baenen, N. (1996, Spring). Are year-round, multi-track elementary schools effective? ERS Spectrum, 14 (2), 42-47.

Primary or co-author of over 135 publications (technical reports, final reports, brochures, newsletter) for the Office of Research and Evaluation, Austin Independent School District. Also, editor for numerous office reports. Contributor/co-author of three journal articles. (List available upon request.)

Primary or co-author of 15 papers presented at annual meetings of AERA (list available upon request). Chairperson and/or discussant for six AERA/SERA symposia, with a seventh accepted for presentation in spring 2007.

Presenter to a variety of groups within the Austin Independent School District and the Wake County Public School System (the Board of Trustees, Superintendent's Cabinet, central and school administrators, school faculties, parents, advisory and other committees, research and evaluation staff).

REFERENCES

Available upon request.

KENNETH A. BRANCH

(b)(6)

OBJECTIVE

EDUCATION

Doctor of Education	Educational Leadership North Carolina State University, Raleigh, NC.	2003
Master of Education	Educational Administration and Supervision North Carolina State University, Raleigh, NC.	1992
Bachelor of Arts	Education University of North Carolina, Chapel Hill, NC.	1976

SELECTED ACCOMPLISHMENTS

- ❖ Opened magnet middle school on the campus of North Carolina State University.
- ❖ Developed and implemented staff training in curriculum integration, differentiation of instruction, and creating a collaborative school culture.
- ❖ Designed and put into practice a model for a school-university partnership that includes each of the ten colleges of North Carolina State University.
- ❖ Presented at national conferences on school-university partnerships and creating collaborative school cultures.
- ❖ Trained eight interns who now hold administrative positions in the WCPSS school system.
- ❖ Managed annual school system department and school budgets of up to one million dollars.
- ❖ Experienced in instructional leadership at elementary, middle, and high school levels.
- ❖ Received NCSU Extension and Engagement Special Service Award and Wake County PTA Outstanding Principal Award.
- ❖ Serve on the National Advisory Board of the NCSU William Ida Friday Institute for Educational Innovation, the Cary Academy Board of Directors, and the NCSU Council on Teacher Education.

PROFESSIONAL EXPERIENCE

Senior Director	Magnet Programs, WCPSS, Raleigh, NC	2006-Present
Principal	Centennial Campus Middle School, Raleigh, NC	1999-2006
	Lynn Road Elementary School, Raleigh, NC	1998-1999
	Zebulon Middle School, Zebulon, NC	1995-1998
Assistant Principal	Carnage Magnet Middle School, Raleigh, NC	1993-1995
	Hawley Middle School, Creedmoor, NC	1992-1993
Teacher	Neal Middle School, Durham, NC	1987-1992
Development Officer	N. C. School of Science and Mathematics Durham, NC	1985-1987
Manager of Operations	United States Committee for UNICEF	1984-1985
	Washington, DC	1981-1983
Program Director	Pre-Academic Program for Fulbright Grantees The American University, Washington, DC	1983-1984
Teacher	Edenton-Chowan Alternative High School Edenton, NC	1979-1981
	Universal American School Khaldiayah, Kuwait	1976-1979

CERTIFICATION

- Superintendent, North Carolina Department of Public Instruction.
- Principal, North Carolina Department of Public Instruction.
- Teacher, Secondary and Middle Grades Social Studies, North Carolina Department of Public Instruction.

PRESENTATIONS

“Collaboration: The Key to Student Success” Magnet Schools of America Conference, Miami, FL	2005
“University Connections: Creating a Meaningful Partnership” National Middle School Association Conference, Portland, OR	2002
“Building A Partnership: A Look Inside” Magnet Schools of America Conference, Houston, Texas	2002
“Centennial Campus Middle School: A Partnership” Magnet Schools of America Conference, St. Louis, Missouri	2001

WILLIAM LAWRENCE CARRUTHERS
Senior Director of Grants Administration and Compliance Reporting Office
Licensed Psychologist

(b)(6)

EDUCATION

- Ph. D.** North Carolina State University, Raleigh, NC
Psychology, May 1990

- M. Ed.** Wichita State University, Wichita, KS
Student Personnel and Guidance, January 1978

- M. S.** Purdue University, West Lafayette, IN
Sociology, December 1972

- B. S.** Purdue University, West Lafayette, IN
Astronautical & Aeronautical Engineering, January 1971

EMPLOYMENT

- 1998 - present** Senior Director of Grants Administration and Compliance Reporting Office / Evaluation and Research Department, Wake County Public School System, Raleigh, NC

- 1997 - 1998** Senior Administrator / Evaluation and Research Department Wake County Public School System, Raleigh, NC

- 1991 - 1997** Program Specialist / Guidance and Social Work Department Wake County Public School System, Raleigh, NC

- 1980 - 1991** School Psychologist / Psychological Services Department Wake County Public School System, Raleigh, NC

- 1978 - 1980** School Psychologist
Cowley County Cooperative, Winfield, KS

- 1973 - 1976** USAF Missile Launch Control Officer
McConnell Air Force Base, Wichita, KS

CURRENT RESPONSIBILITIES AND ACTIVITIES

- Report to the Assistant Superintendent, Evaluation and Research, and assist with the implementation of standardized, centralized processes for administering all grant supported programs in the district.
- Develop and implement strategies to continue to secure public and private funds through formula and competitive grant opportunities.
- Provide information to school level administrators, leadership teams, and central staff regarding external funding sources.
- Track federal and state legislation related to grant funding.
- Research and maintain a "current status" description on funding opportunities and disseminate the description to appropriate administrators.
- Develop and implement procedures to ensure that grant based programs are developed and implemented in ways consistent with district priorities, research findings, and applicable regulations.
- Implement standard grant administration functions (e.g., submitting grant applications, monitoring and reviewing grant programs, evaluating grant programs).
- Coordinate with the Finance Division the development of procedures to ensure fiscal accountability of all grant funding.
- Design procedures for school site visits to ensure program compliance.
- Provide leadership in the development and implementation of the School Grants Contact program (e.g., conduct training sessions, develop grant writing teams).
- Establish procedures for collaborative work with local groups and agencies to seek state, federal and private grant opportunities.
- Promote equity in grant-supported programs.

PROFESSIONAL VITAE

Grants Awards Secured (Entitlement and Discretionary)

\$76.7 million in grant funding secured districtwide for 2005-06. Grants Administration Annual Summary Report: 2005-06. (E&R Report No. 06.04).
Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$38.8 million in grant funding secured districtwide for 2004-05. Grants Administration Annual Summary Report: 2004-05. (E&R Report No. 05.29).
Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$41.5 million in grant funding secured districtwide for 2003-04. Grants Administration Annual Summary Report: 2003-04. (E&R Report No. 04.03).
Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$43.7 million in grant funding secured districtwide for 2002-03. Grants Administration Annual Summary Report: 2002-03. (E&R Report No. 03.40). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$57.3 million in grant funding secured districtwide for 2001-02. Grants Administration Annual Summary Report: 2001-02 (E&R Report No. 03.37). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$62.9 million in grant funding secured districtwide for 2000-01. Grants Administration Annual Summary Report: 2000-01 (E&R Report No. 03.31). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$60.7 million in grant funding secured districtwide for 1999-00. Grants Administration Annual Summary Report: 1999-00 (E&R Report No. 02.12). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$50.5 million in grant funding secured districtwide for 1998-99. Grants Administration Annual Summary Report: 1998-99 (E&R Report No. 00.14). Raleigh, NC: Wake County Public School System, Evaluation and Research Department

Elizabeth M. Colbert, Ed.D.

(b)(6)

EDUCATION

Columbia University, Teachers College
Ed.D., Educational Administration, May 2001
Dissertation: Collaboration and Adult Learning in a School Culture

University of North Carolina, Chapel Hill
M. Ed., Educational Leadership, May 1994
Certification as Principal, grades K-12

Columbia University, Teachers College
M.A.T., Curriculum and Instruction, May 1991
Certification as Curriculum Specialist

University of North Carolina, Chapel Hill
B. A., Early Childhood Education, May 1986
Certification to teach kindergarten through fourth grade

WORK EXPERIENCE

Senior Director, 2007-present
Office of Continuous Improvement and Professional Development, Raleigh, NC

Adjunct Professor, 2003-present
North Carolina State University, Raleigh, NC

Principal, 2004-2007
Moore Square Museums Magnet Middle School, Raleigh, NC

Principal, 1998-2004
Partnership Elementary School, Raleigh, NC

Assistant Principal, 1995-1998
Wake Forest GT Magnet School, Wake Forest, NC

Supervisor of Student Teachers, 1991
Teachers College, Columbia University, New York City

Teacher, 1987-1995

Cary Elementary School, Cary, NC

Northwoods Elementary School, Cary, NC

Teacher's Assistant, 1986-1987

Northwoods Elementary School, Cary, NC

COMMUNITY ACTIVITIES

UNC School Of Education Alumni Board of Directors, 1995-present

Loaves and Fishes Board of Directors, 2005-present

PRESENTATIONS

Presenter, National Association of Elementary School Principals Conference:
Identifying and Creating Shared Leadership, 2002

Presenter, North Carolina Public Schools Leadership Conference:
Collaboration and Responsible Risk Taking, 2000

Presenter, NAESP Regional Conference for Leadership:
School Reform and Partnership Elementary, 1999

Presenter, AERA Annual Conference:
Public School Response to Chester Finn's Book, We Must Take Charge, 1993

PUBLICATIONS

Not Just Idle Talk, Principal Leadership Magazine, March 2002

Cynthia M. Kennedy

(b)(6)

Objective

To prepare every child with 21st Century Skills by serving as a catalyst for change in teaching, learning, and assessment.

Education

Kent State University, Kent, Ohio

- o Master of Education, Student Personnel Services – 1975

Kent State University, Kent, Ohio

- o Bachelor of Fine Arts, Studio Art - 1971

Continuing

Education

University of Denver

- o Strategies to Support Teachers to Effectively Use Technology – 2001

Wake County Public School System

- o Technology Connections Novice Institute – 1998-99

North Carolina State University /Computer Training Unit

- o Adobe Photoshop – Introduction, through Advanced – summer, 1997 and 98
- o Adobe Illustrator – Introduction and Intermediate – summer and fall, 1998
- o Adobe PageMaker – Introduction – summer 1999

Agnes Scott College

- o Advanced Placement Art History – 6/98

Savannah College of Art and Design / Summer Teacher Institutes

- o Painting on Mac's – 6/91 - Painting on the PC – 6/92

Employment

03-00- present

WCPSS – Central Instructional Services

Senior Director, Office of 21st Century Learning - 07-03 - present

WCPSS – Central Office, Technology Services

Senior Administrator, Student Information Systems - 01-02 - 7-03

WCPSS – Central Office, Curriculum and Instruction

Senior Administrator, Instructional Technology - 05-01 – 01-02

Administrator, Instructional Technology – 3-00 – 05-01

1997 – 03/00

Southeast Raleigh High School

Art and Computer Graphics Instructor

Fine and Performing Arts Department Chairperson

- o Original Leadership Team
- o Yearbook Advisor
- o Senior Class Advisor
- o Faculty Representative to the PTSA
- o Teacher of the Year Nominee – 1998

1990 – 1997

Fuquay-Varina High School

Visual Art / Advanced Placement Art History Instructor

Visual and Performing Art Department Chairperson

- o Varsity and Junior Varsity Cheerleading Coach
- o Raychem Teacher of the Year Nominee – 1992

1983 – 1990

North Garner Junior High School

Visual Art Instructor

1982 – 1983

Wake Forest – Rolesville High School / Rolesville Elementary School and

Jeffrey's Grove Elementary School

Visual Art Instructor

1974 – 1977

Duff's Business Institute – Pittsburgh, PA

Director of Admissions – 1975 – 1977

Assistant Director of Admissions – 1974 – 1975

Additional professional technology related activities

Throughout my tenure with the WCPSS, I have had the privilege of working on several Central Office Committees. While with Curriculum and Instruction I worked with Project Lighthouse and the proposed Wake Technology Academy. Current initiatives include working with the Technology Services Division in the replacement of computers in schools in order to keep the computer fleet updated, issuing computers and other technology related items that directly impact teaching and learning identified in the school improvement process, and technology related pilot programs that aid in identifying best practices and innovation related to 21st Century teaching and learning.

I was also one of the WCPSS - NC DPI contacts for C & I. Professional responsibilities include the NC Computer Skills Curriculum. A major pilot at the time was the NC-DPI Computer Skills Portfolio Assessment pilot. This pilot examined portfolio assessment as an alternative to the current Tests of Computer Skills, a graduation requirement. I administered several additional pilots including SAS inSchools™.

As a teacher, I served on the Technology Connections Committee that helped develop the *WCPSS Technology Connections Model*. I was appointed to the Wake Education Partnership Teacher Technology Committee beginning in January 2000. Over the years, I planned and implemented many technology related teacher renewal credit classes.

Additional professional activities

While at North Garner, I was elected by the faculty to serve as a mediator for incentive pay disputes presented by Wake County teachers at the county level. I chaired one such dispute, which resulted in a satisfactory outcome for everyone involved. One of my first additional professional activities was serving on the Senate Bill II Steering Committee in the 1980's

Community activities

Political Campaigns

Church capital building campaigns

Church youth group volunteer

North Carolina Museum of Art – Exhibition Committee
Reinstallation of the African, Oceanic, and New World Galleries

(b)(6)

Richard J. Murphy

Objective To enhance the teaching and learning process through instructional leadership and support

Work experience

1970	John W. Ligon High School	Raleigh
Student Teacher		
	• Served under Peter Hines Williams	
1971 – 1974	Fred J. Carnegie Junior High School	Raleigh
Teacher		
	• Taught physical education and coached three sports	
1974 – 1979	Needham B. Broughton High School	Raleigh
Teacher		
	• Taught physical education and coached two sports	
	• Served as department chair	
	• Served as Athletic Director	
1979 – 1981	Mt. Vernon – Redirection	Raleigh
Site Coordinator		
	• Set up the alternative school at the Mt. Vernon campus	
1981 – 1982	Athens Drive High School	Raleigh
Assistant Principal		
1982	Wake County Schools	Raleigh
Human Resources Administrator		
	• Responsible for all non-certified staff	
1982 – 1983	East Wake High School	Wendell
Principal		
1983 – 1992	Jesse O. Sanderson High School	Raleigh
Principal		
1992 – 2004	Leesville Road High School	Raleigh
Principal		
2004 – Present	Wake County Public School System	Raleigh
Senior Director for Secondary Programs		
	• Responsible for high school and middle school curriculum issues	
	• Responsible for high school redesign initiatives	

Education

1970
B.S; Campbell University

1971
MAT; University of North Carolina

Additional Studies:

1969

Hofstra University

1971-1975

University of North Carolina

2004

Harvard University

2006

Beijing Normal University

**Representative
Achievements**

1969	All America Soccer Team
1982-1987	Board of Directors, North Carolina High School Athletic Association
1983-2004	Served as an officer of the Division of Principals
1986	President, North Carolina High School Athletic Association
1992	Opened the first new high school in Wake since 1978
1993	Principal of the Year for the Wake County PTA Council

Tamani R. Anderson Powell

(b)(6)

Highlights of Qualifications

- ✓ *Proficient at working independently or within groups*
- ✓ *Capable of realizing challenging goals and objectives*
- ✓ *Experienced in collaborating with other departments to implement programs*
- ✓ *Strong background in working with students and families of diverse backgrounds*
- ✓ *Effective in varied situations*
- ✓ *Resourceful, Committed, Energetic*

Current Professional Duties

Director, Marketing and Communication, Magnet Programs, Wake County Public School System

- Create materials for system and community presentations (video, commercials, PSAs, PowerPoints, brochures, fliers, etc.)
- Identify and initiate contact with local businesses and community agencies to develop relationships for marketing magnets
- Collaborate with the Communications Department to market magnet schools and ensure adherence to system communication standards
- Work with the Department of Growth Management to identify magnet schools' marketing needs
- Facilitate the creation of individual marketing plans with school-based marketing committees
- Coordinate development of the year-round and modified calendars
- Coordinate curriculum development and staff development for the Intersession Magnet Program
- Research and implement new marketing and recruitment efforts and venues
- Co-conduct magnet seminars for administrators and teachers
- Work with human resources to market magnet schools to prospective teachers and support new teachers in magnets
- Serve as the magnet department's liaison to other departments as assigned (Human Resources, Communications, Transportation)
- Conduct community information sessions
- Serve as department liaison to the grant writer
- Schedule and host out-of-district visitors touring magnet schools

Professional Experience

- August 1998 - present **Wake County Public School System, Raleigh, NC**
Senior Administrator, Director
Magnet Programs
- August 1996 – August 1998 **Wake County Public School System, Raleigh, NC**
Assistant Principal
East Wake Middle School
- February 1993 – August 1996 **Wake County Public School System, Raleigh, NC**
Middle Grades Educator, Sixth Grade Social Studies
Daniels Middle School
Tenured – June 1995
- February 1987 – February 1993 **Franklin County Schools, Louisburg, NC**
Middle Grades Educator
Math, Language Arts, Social Studies
Tenured – June 1990

Education

- North Carolina Central University, Durham, NC
Master of Arts in Educational Administration
May 1996
- Meredith College, Raleigh, NC
Bachelor of Arts in Sociology
May 1986
North Carolina Teaching Certificate
December 1986
Middle Grades – Social Studies, Math, Language Arts

Areas of Knowledge

Marketing, Customer Service, Poverty Training, Diversity Training, Teacher Performance Appraisal Instrument, Site-Based Management, Conflict Resolution and Peer Mediation, 4MAT (Learning Styles), Multicultural Education, School Based Assistance Team, Effective Teaching, Multiple Intelligences, Cooperative Discipline, Inquiry, Microsoft Office Suite (Word, Access, Excel, PowerPoint), Crisis Intervention and Prevention, Cooperative Teaching, At Risk Students, Closing the Achievement Gap, Implementing Magnet Programs, Integrating Technology in the Curriculum, Using Quality Tools, Covey

Prior Leadership Experience

2003-2004	Member, Magnet Advisory Team
2001-2003	Member, Diversity Conference Strategic Planning Team
1997-1998	Member, Special Education Principal's Advisory Team
1995-1996	Co-Chair, School Improvement Team Daniels Middle School
1994-1996	Recorder, Faculty Advisor Council Daniels Middle School
1994-1996	Chair, African American History Month Celebration Daniels Middle School
1990-1993	Chair, School Based Assistance Teams Franklin County Schools
1990	Chair, Faculty Advisory Council Louisburg Elementary School

Professional Activities

- February 2000 - Presenter: National Year-Round Association Conference
"Community-Based Accelerated Learning Centers (CBALC)"
San Diego, California
- May 2000 – Presenter: National Magnet Schools of America Conference
"Community-Based Accelerated Learning Centers (CBALC)"
Tucson, Arizona
- April 2003 – Presenter: National Magnet Schools of America Conference
"Unlocking Untapped Resources"
Long Beach, California
- 2001, 2004 – Grant Writer on Department of Education Magnet Schools Assistance Program (MSAP)
- 2002, 2003 – Presenter: Wake County Public School System's Diversity Conference

Affiliations

- Delta Sigma Theta Sorority, Inc.
- Junior League of Raleigh, Inc.
- Meredith College African American Alumnae Chapter
- Raleigh/Wake Pan Hellenic Council, National Pan Hellenic Council

References

Caroline Massengill, Special Assistant
Year-Round Education
Wake County Public School Systems
3600 Wake Forest Rd.
Raleigh, NC 27609
919.850.1859

John Wall, Principal
North Garner Magnet Middle School
720 Powell Dr.
Garner, NC 27529
919.662.2434

Jeff Nash, Senior Administrator
Customer Service Center
3600 Wake Forest Rd.
Raleigh, NC 27609
919.850.1630

Cathay Smith, (b)(6)
(b)(6)

Jacqueline Boyd Ellis

(b)(6)

EDUCATION

University of North Carolina at Chapel Hill
North Carolina Principal Fellow
Master of School Administration
May 2000

East Carolina University, Greenville
North Carolina Teaching Fellow
B.S., Middle Grades Education
May 1993

WORK HISTORY

7/2003-present Principal, Grey Culbreth Middle School, Chapel Hill-Carrboro Schools
Decreased teacher turnover rate from approximately 40% to less than 10%, Highest Working Condition Survey results of all middle schools, Increased parent involvement and community volunteerism, Required all borderline and non-proficient students to take a Math Boost class, Enrolled all 7th grade students into Pre-Algebra, Increased enrollment in 8th grade Algebra by 30%, Created a master schedule to provide extra academic time and support during the instructional day (Unlimited Success with 100% staff participation), Increased enrollment into AVID classes by 50%, Established Professional Learning Communities, Received highest rating for cleanliness of school from the district supervisor, Serve as a mentor for novice principals, Serve as a facilitator of district's Rally for Equity and Excellence, Reduced discipline referrals to lowest and most equitable distribution of all middle schools in the district, Saved the district approximately \$36,000 by monitoring budget spending, reducing electrical usage, and decreasing teacher absences.

2/2000-6/2003 Assistant Principal, Riverside High School Durham Public Schools
Shared in all responsibilities for curriculum and instruction and organizational management and implementation, Served as administrator for students whose last names began with alphabet F-L, Facilitated the recruitment, selection, and evaluation of all new teachers, and teacher action plans. Supervised numerous departments: Mathematics, Career & Technical, Engineering Center, ROTC, and clerical and classified staff, Facilitated the SACS accreditation team, Served as Mentor and Volunteer Coordinator, SGA liaison to the PTSA, and coordinated new student orientation, parent orientation, and new teacher orientation.

1999-2/2000 Principal Intern, East Chapel Hill High School, Chapel Hill-Carrboro
Supervised, implemented, and managed PREP [Program to Reach Excellent Performance] Academy, which resembled a traditional School Within a School (SWS) model. It was an academy housed at the high school for non-proficient eighth grade students, Responsible for much of the hiring, planning, organization, curriculum development, and successful implementation of the middle school program in a high school setting. Presented at the Minority Achievement Network (MSAN) Convention and during the SACS accreditation review, Served as administrator for the regular high school students whose last names began with alphabet I-L, served as testing coordinator, was a member of the Student Intervention Team(SIT), served as co-advisor to FAME [Future Advancement of Minority Education], performed teacher

observations, and handled locker assignments.

<i>Teaching Experience</i>	Summer 1999	Chapel Hill-Carrboro School System <i>Guy B. Phillips Middle School</i> <i>Summer School Math Teacher,</i>
	1995-1998	Guilford County School System <i>Mendenhall Middle School (1996-1998)</i> <i>Seventh Grade Teacher Math and Pre-algebra</i>
		McLeansville Middle School (1995-1996) <i>Seventh Grade Pre-algebra Teacher</i>
	1993-1995	Pitt County School System <i>Seventh Grade Teacher, E.B. Aycock Middle</i>

P R O F E S S I O N A L A N D L E A D E R S H I P A C T I V I T I E S

Minority Student Achievement Network	NC Teaching Fellow Committee
Triangle Leadership Academy	Beyond Diversity Training: Equity
PEP: Principals as Technology Leaders	District Equity Leadership Team
Teacher of the Year Committee	Collaborative Action Research for Equity
CHCCS Minority Education Summit	PAR (Peer Assistance Review) Team
High Five Coaching Academy: PLC	SAIL Training
Facilitative Leadership	Facilitator for SACS
Working on the Work	SECL Board of Director

A W A R D S R E C E I V E D

- ◆ Principal of the Year, Chapel Hill-Carrboro City Schools, 2004-2005
- ◆ Principal of the Year, Finalist, Chapel Hill-Carrboro City Schools, 2003-04
- ◆ NC Principal Fellow Scholarship, 1998
- ◆ Teacher of the Year, Mendenhall Middle School, 1997-98
- ◆ Teacher Excellence Award, Nominee, Mendenhall Middle, 1996-97
- ◆ North Carolina Teaching Fellow Scholarship, 1987

Margaret Churn Henderson

(b)(6)

Education

Meredith College

Master of Education -K-12 Reading and
Early Childhood Education

UNC - Chapel Hill

Bachelor of Arts in Education - Early Childhood

Educational Experience

Magnet Programs Department - Director of Theme and Curriculum Development

Wake County Public School System
2004 - Present

Magnet Programs Department - Sr. Administrator, Curriculum Development

Wake County Public School System
1998-2004

Hunter and Underwood GT Magnet Elementary Schools

Instructional Resource Teacher (IRT)
1995-1998

Hunter GT Magnet Elementary School

Multi-age Teacher - Grades two and three
1993-1995

Teacher - Grade one

1990-1993

Washington GT Magnet Elementary School

Teacher - Grade two
1982-1990

Zebulon Elementary School

Teacher - Grades two/three
1981-1982

Swift Creek Elementary School

Teacher - Grades two/three
1980-1981

Professional Experience (Selected)

Board Member, *Magnet Schools of America*

National Conference Chairperson, 2004 *Magnet Schools of America* National Conference

Supervisor, 38 WCPSS Magnet Program Coordinators - 2003 - present

Planner/Coordinator of four WCPSS Magnet Principal Professional Development Retreat Seminars since 1998

Co-Writer of three federal Magnet Schools Assistance Program (MSAP) grants

Supervisor of curriculum development for magnet programs since 1998

Creator/Presenter, "*Magnet 101 - Magnet Schools in Wake County Public School System*" informational power point

Presenter, *Magnet Schools of America* Conference, Tucson - 2000

Attendee, ASCD Conferences - 1999, 2005

Attendee, *Magnet Schools of America* Annual National Conferences 1999 - 2006

Attendee, *Magnet Schools of America* Annual Legislative Conferences 2000 - 2006

Presenter, National Year Round Conference - 1999

Planning Committee, Wake Early College - 2005, 2006

International Baccalaureate Training - 1999

Budget Manager Training - 2005

David Langford training - 2004

Tasha Haynes Cárdenas

(b)(6)

Education

- Columbia University**, Teachers College, New York, NY 1998
MA International Education Development (*Language & Literacy*)
Kappa Delta Pi, *International Honor Society in Education*
- Bryn Mawr College**, Bryn Mawr, PA 1994
BA Psychology

Employment History in Education

- Sr. Administrator, Magnet Programs** 2004 – Present
Wake County Public School System, Raleigh, NC
- Provide support for the grant teams at the MSAP project schools
 - Coordinate the grant writing for the MSAP project design
 - Design and implement strategies to recruit students to magnet schools
 - Create and disseminate recruitment magnet program promotional materials
 - Present magnet program information to civic groups and community organizations
 - Collaborate with local media to advertise magnet school events and magnet application acceptance period
- Administrator, Magnet Programs** 1998-2004
Wake County Public School System, Raleigh, NC
- Design and implement strategies to recruit students and inform families about 50 magnet schools
 - Educate families about the history of magnet schools in Wake County
 - Organize student recruitment events for all magnet schools
 - Create and disseminate magnet program promotional materials
 - Present magnet program information to civic groups and community organizations
 - Collaborate with local media to advertise magnet school events and magnet application acceptance period
- Instructor, English-as-a-Second Language** 1998-2000
Wake Technical Community College, Raleigh, NC
- Taught English to international, multilingual adult students
 - Designed student-centered lessons
 - Educated students about community resources and organizations
- Research Associate, International Business Machines (IBM)** 1998
T.J. Watson International Research Center, Poughkeepsie, NY
- Helped develop a beginning reader software program, "Watch Me Read"
 - Traveled nationwide to collect representations of the English phonemes for the speech recognition software program
 - Piloted the software program at Will Rogers Magnet Elementary School in Houston, Texas

Assistant Instructor, English as a Second Language 1997-98
Eugenio Maria de Hostos Community College, Bronx, NY
 • Assisted in teaching English to adults in a language immersion program
 • Prepared Hispanic/Latino adults for entry into a four-year bilingual (Spanish/English) college program at City University of New York (CUNY)

Secretary, Magnet Programs Department 1996-97
Wake County Public School System, Raleigh, NC
 • Educated families about WCPSS magnet programs and the application process
 • Organized magnet program publications and information sessions

Professional & Leadership Activities

Evaluator, Magnet Schools of America 23rd National Conference 07/2005
 Speakers Bureau, Vision 20/20 Budget & Growth Presentation 04/2005
 Coordinator, School Visits (Piet van Lier) 10/2004
 Evaluator, Magnet Schools of America 22nd National Conference 10/2004
 Member, Magnet Schools of America National Conference Committee 2003-04
 Writer/School Coordinator, Magnet Schools Assistance Program Grant 2003-04
 Coordinator/Presenter, "New-to-Magnet" Principal Workshop 2002-Present
 Coordinator, Magnet School Evening Information Sessions 2001-Present
 Writer/School Coordinator, Magnet Schools Assistance Program Grant 2000-01
 Writer/Publisher, "Magnet Matters" Department Newsletter 1999-Present
 Coordinator, WCPSS Magnet Schools Fair 1999-Present
 Coordinator, Magnet Parent Resource Committee 1999-Present

Professional Skills

Grant Writing
 Professional Grant Proposal Writing Workshop, Duke University 2004

Spanish Language
 Spanish Courses, Wake Technical Community College 1995-97
 Spanish Tutorial 2001-02

Presentations

Anderson, T., Haynes Cárdenas, T. (2003, April). National Magnet Schools of America Conference. "Unlocking Untapped Resources", Long Beach, CA

Anderson, T., Haynes Cárdenas, T., Henderson, M., Massengill, C., Smith, C., (2002, August). WCPSS Continuous Improvement Conference, "Altogether Now: How Magnet Schools Fuel Success in a Large District", Raleigh, NC

Haynes Cárdenas, T., (2001, April). National Magnet Schools of America Conference. "Partnerships that Promote Magnet Schools", St. Louis, MO

Anderson, T., Haynes Cárdenas, T., Henderson, M., Smith, C., (2000, May). National Magnet Schools of America Conference, "Year-Round Community-Based Accelerated Learning Centers: An Intersession Model", Tucson, AZ

Anderson, T., Haynes Cárdenas, T., Henderson, M., Smith, C., (2000, February). National Year-Round Association Conference, "Year-Round Community-Based Accelerated Learning Centers: An Intersession Model", San Diego, CA

Professional & Community Affiliations

Community for Understanding Race and Ethnicity (CURE)	2000-Present
North Carolina Society of Hispanic Professionals (NCSHP)	1999-Present
Teachers of English to Students of Other Languages (TESOL)	1998-Present

ELIZABETH ANNE GRIMES DROESSLER

(b)(6)

**PROFESSIONAL
EXPERIENCE:**

1985-Current - Senior Administrator for Arts Education
Wake County Public School System (WCPSS)
1990-1991 – Program Specialist for Staff Development (WCPSS)
2004-Current - Meredith College Adjunct Faculty –Arts in the Classroom
1982-Current Technical Director
African-American Dance Ensemble (AADE)
1982-1985 - Dance/Technical Theatre Teacher - WCPSS

**CURRENT
DUTIES:**

Supervision of Dance, Theatre, Music, Visual Arts Personnel
Supervision of Technical Theatre Personnel
Curriculum Development - Arts Education
Staff Development Specialist - Myers-Briggs Type Indicator,
Teacher Expectation Student Achievement (T.E.S.A.),
Learning Channels, Effective Communication, Equity/Diversity
Design and Execution - Lights, Sound, Scenery, Stage Management
Budget Management
Governor's School Auditions
Pieces of Gold – Production/Technical Direction, Stage Management

**RELATED
EXPERIENCE:**

Strategic Planning and Performance Assessment Facilitator
Arts Access, Raleigh Ensemble Players, Arts NC, Triangle Network
of Theatres, Meredith College Dance/Theatre Department
Staff Development Workshops - Myers-Briggs Type Indicator
Hickory City Schools, African-American Dance Ensemble
Professional Competency Standards Development (Dance) - NCDPI
Chapter II - Federal Assistance Grant - Coordinator
Technical Theatre Workshops - WCPSS
Artistic Director - WindSong Dance Ministry - Crossroads Fellowship
Lighting Design for Pearl Primus, Caribbean Choreographer,
at The Kennedy Center
Lighting Design for Donald McKayle, Broadway Choreographer
at the American Dance Festival
Lighting/Scenic/Sound Design for all premiere works - AADE
Lighting/Scenic/Sound Design for Raleigh Little Theatre

EDUCATION:

B.S. - Dance Education - Level A Certification K-12 - UNC-G
M.Ed. - Theatre Arts - Level G Certification K-12 - UNC-G
Supervision Certification - Level SG - NCSU

**PROFESSIONAL
ASSOCIATION:**

Association for Supervision and Curriculum Development
City of Raleigh – Arts Commission Member, Chair of Planning Committee
United Arts Council of Raleigh/Wake County – Current Board Member
Arts Access – Former Treasurer, Former President, Former Board

Member

Even Exchange Dance Theatre – Former President

Raleigh Little Theatre – Former Board Member

AWARDS: YWCA Academy of Women 2003 – Arts and Entertainment
NCAAPHERD – Dance Administrator of the Year 2001-02
City of Raleigh – Medal of Arts Award 1995

REFERENCES: Available upon request

Kirsten B. Justice

(b)(6)

Education

- 1985 Certificate in French Language, Sorbonne, University of Paris, Paris, France
- 1987 B.A., English, Carleton College, Northfield, Minnesota
- 1988 The Goodman School, DePaul University, Chicago, Illinois
- 1997 Teaching Certificate, Elizabeth City State University, North Carolina

Professional Experience

2006 to present

Senior Administrator of International Baccalaureate Programmes for Wake County Public Schools

- Implement successful IB authorization, and evaluation status for nine IB schools
- Promote the mission of Wake County Magnet Programs in all communication
- Liaise between WCPSS Magnet Office, IBNA and on-site administration of nine Wake County IB magnet schools
- Translate IB content and pedagogy into digestible language
- Coach new and continuing IB coordinators and IB schools faculty in IB pedagogy and best practice
- Lead by example in the pursuit of lifelong learning
- Facilitate high quality IB professional development

2004 to 2006

IB Middle Years Programme Coordinator, Broughton Magnet High School

- Model excellence in customer service in phone and face-to-face communication with students, parents, teachers, and administrators
- Coordinate mandatory MYP monitoring in all subject areas
- Develop and promote MYP team leaders within the faculty
- Organize and implement national model for the 10th grade IB Personal Project
- Train faculty of 180 in criterion-referenced assessment strategies

- Produce the Broughton High School Magnet Open Houses

**2001 - 2005 Language A and Theatre Arts Teacher,
Broughton Magnet High School, Raleigh, NC**

- Write IB MYP drama curriculum and implementation of it on five levels
- Implement the IB Diploma Drama (SL and HL)
- Co-Direct the IB transdisciplinary production of Lorca's *Blood Wedding*
- Train new teachers in the Inquiry Method during New Teacher Orientation

**1998 - 2001 English Teacher
Manteo High School, Manteo, NC**

- Challenged all students with high academic standards in English and Drama
- Employed active listening skills with students, colleagues, and parents to improve communication
- Established new drama program; directed three main stage productions

**1996 -1997 English Teacher
Gates County High School, Gatesville, NC**

- Employed strategies to promote writing as process in all class.
- Used research-driven techniques to help students pass ninth grade language arts competency

**1989 - 1995 Assistant to the Executive Director, Outer Banks Hotline,
Inc. Crisis Intervention Center, Manteo, NC**

- Produced annual forty-hour training program for crisis line volunteers
- Conduct monthly in-service training for Hotline volunteer pool
- Researched and wrote volunteers' procedural manuals, annual reports

ROBERT T. REGAN

(b)(6)

(b)(6)

EDUCATION

Ph.D., Public Policy, George Washington University, 2002
Concentration: Labor Market Policy
Dissertation: Ideology and Social Welfare Policies in U.S. States

M.S., Industrial Relations, University of Wisconsin-Madison, 1989

B.A., Independent Major in Political Economy, Boston University, 1985

PROFESSIONAL EXPERIENCE

Senior Administrator, Magnet Programs Department
Wake County Public School System, Raleigh, NC, October 2004–present
Responsibilities include conducting research and data analysis to support the district's 36 magnet schools (e.g., application trends, student enrollment demographics, and student achievement results); evaluating performance of schools receiving federal grants; and making presentations to various audiences regarding the role and impact of magnet schools in the district.

Senior Administrator, Evaluation and Research Department
Wake County Public School System, Raleigh, NC, Feb. 2001–Oct. 2004
Responsibilities included writing annual reports on student achievement in the district (e.g., end-of-grade and end-of-course test results, SAT and Advanced Placement test results); providing data analysis support to schools; and assisting schools implement Project Achieve, an initiative designed to boost achievement among elementary and middle school students.

Instructor, Department of Continuing Education
Wake Tech Community College, Raleigh, NC, Jan. 2002–present
Teach English as a Second Language on part-time basis.

PRESENTATIONS

"Managing and Using Data for Magnet Programs." Presented at the Magnet Schools of America Technical Assistance Conference, Arlington, VA, October 2005

"Academic Performance of Academically Gifted Students in Wake County Schools." Presented to AG Program Coordinators and Teachers, Wake County Public School System, Raleigh, NC, September 2005

"The Academic Benefits of Balanced Schools: A Comparison of Wake County with Other Large North Carolina School Districts." Presented to Magnet School Principals, Wake County Public School System, Raleigh, NC, August, 2005

"The Role and Impact of Magnet Schools in the Wake County Public School System." Presented to the Wake County Board of Education, Raleigh, NC, June, 2005

"Socio-economic Composition of Schools and Academic Performance in Large North Carolina School Districts." Presented at the North Carolina Association for Education Research, Chapel-Hill, NC, May 2005

FELLOWSHIPS AND TRAINING

Institute of Evaluation and Policy Analysis, "Evaluation of Education Programs," Wilmington, NC, August, 2005

National Center for Education Statistics (NCES) Fellowship, Washington, DC, Oct. 2003

Japanese Department of Education, Research Fellowship, Tokyo, Japan, Sept. 1997~April 1999. Conducted research on Japanese employment and training policies.

Kimberly Yaman

(b)(6)

PROFESSIONAL EXPERIENCE

Marketing and Membership Coordinator (*January 2006-present*)

Galaxy Cinema • Cary NC 27511 • Phone 919.463-9959

- Manage a marketing & membership staff of three in graphic design, advertising sales, promotion/publicity, customer service/membership services.
- Started a concierge position to enhance customer relations at this locally owned/operated movie theater that offers international, documentary, and independent films.
- Initiated merchandising program offering cinema-branded and film-related merchandise.
- Increased number of cinema memberships by 400% in nine months.
- Increased internal ad-space revenues by 30% since June 2006.
- Established art gallery in theater lobby to showcase local artists and create a community space.
- Initiated a successful children's summer movie series.
- Developed a "charity night" program to partner with local nonprofit organizations.
- Currently pulling together the Triangle's first Spanish-language cinema.

Evaluation Writer/Publication Specialist (*August 2000-present*)

Wake County Public Schools System • Raleigh NC 27611 • Phone 919.713.0661

- Analyze qualitative data and write publications/Web content on topics ranging from remediation strategies to achievement gaps to programs for at-risk students.
- Coordinate development of large grant projects, including a \$10 million grant with multiple project teams, school and district leaders, and government representatives and community leaders.
- Edit scholarly publications for a wide range of audiences, from statisticians and education professionals to parents and students.
- Oversee production processes for department publications.
- Develop and implement division publication and graphic standards.
- Train staff of 35 in quality-improvement tools and strategies.

Assistant Editor (*July 1995-October 1999*)

NC State University • Raleigh NC 27695 • Phone 919.515.3375

- Served as assistant editor of award-winning alumni magazine, with the responsibility for writing and editing key sections of the magazine.
- Contracted/coordinated photographers, freelance writers, printers and other vendors.
- Edited and managed publication of more than 10 newsletters for constituent organizations. Assisted in special-events programming, public and media relations, and project planning.
- Served on NC State University Diversity Task Force and Diversity Council, the university's diversity initiative media work team, and NC State Human Rights Committee.
- Worked closely with the Director of University Improvement in aligning key institutional systems with the new diversity and quality-management initiatives.

Assistant Editor (*July 1993-July 1995*)

University of Iowa • Iowa City IA 52242 • Phone 319.335.3284

Assistant Director of Alumni and Development (*October 1988-June 1990*)

Scattergood Friends School • West Branch IA 52236

Assistant Editor (*February 1984-August 1988*)

University of Minnesota • Minneapolis MN 55455

EDUCATION AND AWARDS

B.A. in English, August 1996, University of Iowa. Emphasis in nonfiction writing, critical theory, comparative literature, and African-American studies. Extensive graduate coursework in nonfiction writing, critical theory.

2006 AERA Division H Award for education agency Web site.

2003 AERA Division H Public Policy Honorable Mention for a report on closing the achievement gap between minority and nonminority students in public schools.

1999 APEX Grand National Award for Writing for a magazine feature story on Gen. Henry Hugh Shelton, chair of the U.S. Joint Chiefs of Staff.

**OTHER
EXPERIENCE**

Specialized Training:

- Langford Institute Quality-Improvement Processes
- Baldrige Planning for Performance Excellence
- National Quality Education Conference
- Total Quality Management
- Diversity training
- Cross-Cultural Communication

Languages:

- English (native)
- Spanish (conversant)
- Turkish (conversant)
- Farsi/Persian (novice)
- Bosnian/Croatian/Serbian (novice)

Team in Training/The Leukemia & Lymphoma Society

- Serve as marathon walking coach for Team in Training, the nation's largest endurance-training program, which trains endurance athletes who raise funds to benefit The Leukemia & Lymphoma Society.
- Work with more than 300 athletes a year to help them meet training and fundraising goals over a five-month training season.
- Develop fund-raising opportunities and manage events for participants and volunteers.
- Serve as a public speaker for the society and its Team in Training program.

Community Issues Allocation Team, Triangle United Way

- Worked closely with a diverse, community-based team to develop strategic implementation guidelines for the United Way's transition to a community-based funds allocation system.

NC State University Human Rights Committee

- Served as 1999-2000 committee chair and as committee member from 1998 to 2001 for this committee, which organizes the university's annual Human Rights Week, comprising more than 25 individual events, discussions, and forums.

Founding Member, NC State University Diversity Council

- Served as a founding member of the task force and council charged with planning and implementing the university's diversity initiative.

Founding Member, NC State University Diversity Media Team

- Worked with communications and marketing professional charged with publicizing and providing information resources on the university's diversity initiative.

Michael Holton

(b)(6)

Education: University of North Carolina at Chapel Hill
Masters in School Administration: May 1997
GPA 4.0
Honors: NC Principal Fellow

East Carolina University
BS degree in Education
GPA 3.8
Honors: Gamma Beta Phi National Honor Fraternity

Experience: Principal: Garner Magnet High School, Wake County Public Schools, 2006-Present

- 2100 Students
- International Baccalaureate Diploma and Middle Years Program Magnet School

Principal: East Garner Magnet Middle School, Wake County Public Schools, 2003-2006

- Transitioning East Garner into an International Baccalaureate Middle Years Program due to the school being designated as a Magnet School in 2003
- Hired 85% of the staff during transition from traditional to IB Magnet
- Chair the school Leadership Team
- Promote the school as an IB Magnet in the community and recruit teachers and students to support the goals of the Wake County Board of Education "Healthy Schools Policy"
- Received IB training and planned the allocation of school funds to train the staff
- Develop school budget in conjunction with the Leadership Team
- Evaluate teachers and staff
- Supervise and support 960 students and 135 employees

Assistant Principal: Enloe High School, Wake County Public Schools, 2000-2003

- Evaluate Teachers
- 9th, 10th and 11th grade discipline (one grade level per year)
- Transportation
- Scheduling
- Administrator for Science and Health and PE departments
- Athletics
- Creation of all extra duty positions and rosters for coverage of events
- Hired all teachers for the Science and PE departments
- Recruitment of teachers through job fairs and out of state college recruiting trips
- Served as liaison for PTSA and Athletic Boosters Club
- Payroll for extra duty positions and coaches

Assistant Principal: Red Oak Middle School, Nash-Rocky Mt. Schools, 1997-2000

- Evaluation of teachers and staff members
- Assisted in hiring teachers
- 6th grade discipline
- Transportation
- Developed discipline committee and procedures for discipline (new school)
- Served on redistricting committee for student re-assignment

Teacher: Northern Nash High School, Nash-Rocky Mt. Schools, 1993-1997

- Planned and facilitated instruction for Biology in grades 10, 11 and 12
- Coached Baseball, Football and Basketball for 7 seasons

Teacher: W.L. Green Middle School, Nash-Rocky Mt. Schools, 1990-1993

- Planned and facilitated instruction for Science and Health/Physical Education classes for 6th and 7th grade students

Relevant Experience:

- Facilitative Leadership Training
- IB Training for Heads of Schools in Ottawa, Canada
- Quality Tools Training
- AVID Training
- Extensive Data Analysis Training for School Administrators
- Recipient of Project Quest Grant for East Garner, North Garner and Garner High for \$1.3 million to promote the advancement of underachieving students in honors courses
- Created a "Flexible Schedule" to increase teacher planning time and create common team and grade level planning
- Created Professional Learning Communities to promote professionalism and data driven instruction
- Created a "Walk Through Process" to gather instructional practices data to guide staff development
- Recipient of Wachovia Grant to promote and foster the development of "Shared Leadership"

References available upon request

(b)(6)

BEULAH CREWS WRIGHT

(b)(6)

CAREER OBJECTIVE: To continue my professional career as a high school principal

EDUCATION: UNC-Wilmington, Wilmington, NC, January, 1985-May, 1988,
M.Ed., Educational Administration and Supervision, May, 1988

Shaw University, Raleigh, NC, August, 1971-May, 1975, B.S., May, 1975,
Major: Mathematics; Minor: Chemistry

CERTIFICATION: North Carolina Certificate

00012 School Administrator-Principal, class P
00113 Curriculum Instructional Specialist, class SG
00008 Mentor, class A
00200 Secondary Mathematics, class A
18330 Endorsement-Chemistry, class A

WORK EXPERIENCE: 2005-present Principal, Southeast Raleigh Magnet High School, Raleigh NC: *Center for Leadership and Technology*; American Design Studio School; North Carolina School of Distinction.

2000-2005 Principal, Wakefield Middle School, Raleigh NC: Opened as a new school in 2000; Successfully established instructional, operational and leadership structures including student, staff, and parent organizations; North Carolina School of Excellence for four consecutive years; Made AYP for two consecutive years.

1992-2000: Assistant Principal, Jesse O. Sanderson High School, Raleigh, NC
Responsibilities: student and staff supervision, discipline, teacher evaluation, interviewing and selection of prospective teacher candidates, student activities, parent boosters, scheduling, budget manager; **Assistant Principal for Curriculum and Instruction, 1993-97.**

1984-1992: Assistant Principal, Pender High School, Burgaw, NC
Responsibilities: curriculum and instruction, scheduling, student and staff supervision, discipline, teacher evaluation, interviewing and selection of prospective teacher candidates, staff development, SIMS, summer school administration, textbooks

1976-1984: Mathematics Teacher, Pender High School, Burgaw, NC
Responsibilities: teaching all areas of mathematics, department chairperson, math club sponsor

ORGANIZATIONS: Phi Delta Kappa
Wake County Division of Principals/Assistant Principals
North Carolina Council of Teachers of Mathematics

HONORS: WCPSS Assistant Principal of the Year, 1997
Academic Award, Assistant Principal's Executive Program, 1993
Pender High School Teacher of the Year, 1982-83

REFERENCES: Available upon request

(b)(6)

Cathy S. Williams

EXPERIENCE

August 2006 – present **Principal** **East Garner Magnet Middle School**
Responsibilities include:

- Developing and implementing a vision for the East Garner Magnet Middle School
- Collaborating with the Magnet Office personnel to manage current magnet offerings, develop new magnet courses and resolve related issues that might arise
- Working with all teachers on curricular issues and student achievement issues
- Developing a master schedule
- Leading the International Baccalaureate authorization process
- Managing the facility, budget, and all other functions that contribute to the smooth operation of the school
- Developing positive relationships with parents, community members, staff which promote the well-being of the school

June 2005 – July 2006 **Assistant Principal** **William G. Enloe High School**
Responsibilities include:

- Working with all teachers on curricular issues and student achievement issues
- Facilitating communication between teachers, teacher and students, and teachers and parents as the need arises
- Developing the master schedule and overseeing registration of students
- Coordinating recruiting meetings at middle schools
- Coordinating Advanced Placement testing, teacher training, and audits
- Attending API meetings and attending to all issues and matters that may arise
- Leading new initiatives such as graduation projects, vertical teaming, and collaborative teaching
- Coordinating new teacher orientation and the teacher-mentor program
- Observing teachers, approving Professional Growth Plans, and handling licensure issues
- Representing administration on the IB Parent Support Group
- Facilitating school-wide professional development
- Representing administration at English, Science and Student Services department meetings

May 2002 – June 2005 **Assistant Principal** **Ligon GT Magnet Middle School**
Responsibilities include:

- Hiring new staff, coordinating new teacher orientation and the teacher-mentor program
- Observing teachers, approving Professional Growth Plans, and handling licensure and AG certification issues
- Representing administration on the Ligon Arts Boosters and the Business Alliance
- Coordinating construction projects and building/facilities issues
- Facilitating school-wide professional development
- Leading grade level meetings; handling student discipline
- Representing administration at several department meetings – Science, Social Studies, and Student Services

In addition, I was named Interim Principal in May 2005 between the tenure of Beth Cochran and Scott Lyons and oversaw end-of-year testing and the daily operations of the school.

July 1999 to May 2002 **School-to-Career Coordinator** **Wake County Public School System**
Responsibilities include:

- Organizing countywide workshops and professional development activities
- Managing the School-to-Career budget
- Working with principals, teachers, and central office staff to promote STC activities

July 1996 to June 1999 **Career Development Coordinator** **Apex High School**
September 1992 to June 1996 **Marketing Education Teacher** **Apex High School**
September 1990 to June 1992 **Marketing Education Teacher** **Enloe High School**

EDUCATION

Currently enrolled in WCPSS Cohort Program	Ed.D. – Educational Administration and Supervision	NC State University Raleigh, North Carolina
2002	Master of School Administration Licensure 012	NC State University Raleigh, North Carolina
1990	Teaching Certification Marketing Education	NC State University Raleigh, North Carolina
1976	Master of Science Industrial Relations	Loyola University Chicago, Illinois
1971	Bachelor of Arts Sociology	North Park College Chicago, Illinois

OTHER RELATED EXPERIENCE

Professional Development Activities

- Leadership Program for Assistant Principals (2004) – Principal’s Executive Program
 - Received Academic Excellence Award
- Wake Leadership Academy
 - DuFour Conference (2005)
 - Advancing Literacy in the Middle Grades – Researched Best Practices (2004)
 - Continuous Improvement Conference (2005, 2004, 2003, 2002)
 - New Assistant Principal Induction Program (2003)
 - Conflict Resolution for Leaders (2003)
 - Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (2003)
 - Langford Quality Learning Seminar (2002)

Committee Memberships

- EastGarner Magnet Middle School PTA
- Garner Educational Foundation
- WCPSS - Division of Principals and Assistant Principals
- North Carolina National Education Association

Curriculum Writer (North Carolina Department of Public Instruction)

Test Bank Writer (North Carolina Department of Public Instruction)

Publications

- Marketing Foundations and Functions (1994), Southwestern Publishing Company, (Contributor)
- Marketing Foundations and Functions Workbook (1994), Southwestern Publishing Company, (Co-author)

Joan Brannon

(b)(6)

Work Phone (919) 856-2846

OBJECTIVE: To support the grant and its implementation at Southeast Raleigh High School

QUALIFICATIONS

- Direct the technology program at SRHS '98-present
- Manage a team of six people to provide quality service for our customers/stakeholders
- Developed and implemented effective Acceptable Use Policy for students and staff
- Led initiative for Baldrige-based 2000-2003 school improvement plan
- Use quality principles and practices in my classroom
- Practice decision making based on Baldrige criteria and Covey training
- Plan and deliver quality staff development in the administrative and instructional uses of technology
- Implemented and managed project that offered WTCC technical courses at SRHS for our students
- Implemented and managed project that offered online technical courses at SRHS

EDUCATION

1968: AB History, Duke University

1973: M. ED, University of North Carolina at Greensboro

EMPLOYMENT

1969-1971 *Teacher of English as Foreign Language, Peace Corps, Afghanistan*

Learned to be highly adaptable, sensitive to cultural differences.

1971-1972 *Self-contained 5th grade teacher, Sweet Gum Elementary, Caswell County Public Schools*

Lacking any preparation for teaching other than Peace Corps training, I spent the year in survival mode

1973-1974 *Librarian, Eastern Alamance High School, Mebane, NC*

Most significant achievement was to accomplish the consolidation and cataloging of 'department-owned' print and non-print resources into the library, despite long-standing traditions of departmental ownership.

1974-1977 *Media specialist, Poe Elementary School, Raleigh, NC*
Developed a program to delight and engage elementary students in the joy of the written word through regular story hours and multi-media presentations.

1987-1992 *Teacher (video, animation, photography) Poe International Technology Magnet School, WCPSS*
Turned a peripheral program into a showcase through personal vision and persistence. Under my leadership, the program was noted throughout the area and the state for the students' daily news broadcast, their use of digital editing and digital animation years before these became standard in local high schools.

1992-1995 *Instructional Technology Resource Teacher, Poe International Technology Magnet School*
Managed federal magnet grant implementation at Poe: budget management, wiring of school, purchase, setup and deployment of 4 computers/appropriate software in each classroom, staff development in the instructional use of technology. Level I and II students at Poe, along with students at Hunter, posted impressive gains in both reading and math by the end of the 3 yr. grant.

1995-1997 *Split Position: Grant Coordinator, Poe Montessori Magnet School, Magnet Recruiter, WCPSS.*
Developed magnet recruiting materials for WCPSS, managed and recruited at the WCPSS Magnet Recruitment Center, managed the magnet budget at Poe and the transition from International to Montessori magnet school.

1997-present *Director of Technology, Southeast Raleigh High School, WCPSS*
'Founding Bulldog': joined original school planning team 6 months before the school opened. Worked collaboratively SRHS team members to establish policies, procedures, criteria, systems for the new school. Since that time I have been intimately involved with nearly every facet of continuous improvement at SRHS

REFERENCES

Moirá O'Connor: 782-4797
Cathay Smith: csmith@wcpss.net
John Modest: jmodest@wcpss.net
Mary Margaret West: mwest@wcpss.net
Vass Johnson: vjohnson@wcpss.net
Terry Hardison: terry.hardison@sas.com

Debora M. B. Bray

(b)(6)

Objective: A position in the field of Education and Computer Technology

Qualifications: Teaching experience in various grade levels including college
Research, development and training of multimedia projects
Programming and technical experience w/microcomputers
Administrative & Supervisory experience

Education: M.S. - North Carolina State University, Raleigh, North Carolina
Curriculum and Instruction: Instructional Technology/Computers (1990)
Thesis Topic: A Comparison of the Effects of Interactive Multimedia and CAI on
Achievement and Attitude.

Professional

Certification: Instructional Technology-Computers - (G)

B.S. - Pembroke State University, Pembroke, North Carolina
Early Childhood Education, Concentration - Computer Science

Professional

Certification: Teacher (A), Kindergarten through grade 3 (1982)
Teacher (A), Endorsement Computer Education K-12 (1986)

A.S. - Gloucester County College, Sewell, New Jersey
Business Administration

Experience:

2004-2007 Magnet Coordinator

2004-2008 SIT Chair & Specialist's Chair

Technology/Media Contact (E-Marc, Blue Diamond, Prescriptive Instruction)

Professional Development Contact (E-Schools)

Testing Coordinator (Math, Reading & Science EOG, ITP, ITBS, CogAT, Writing)

Powell Gifted & Talented Magnet Elementary School

1130 Marlborough Road

Raleigh, NC 27610

As Magnet Coordinator I act as a liaison between our school and the Central Magnet office. With the help of a computer programmer I have developed an online database that our students use to register for their electives. This program also allows our teachers to assign grades for the electives and to print out report cards each quarter. In addition I have cataloged our elective curriculum in Athena, and set up the elective curriculum for check out by teachers from the media center. This helps us to keep abreast of the electives we offer and to make changes to better meet the needs of our students. I continue to teach Technology Electives that include the integration of modern equipment such as digital video, switching devices for Live TV, digital cameras and scanners and making DVD movies, as well as integrating radio equipment to maintain an amateur radio station at our school. In addition I assist teachers in the use of computers as tools to facilitate their teaching such as using E-marc to enter student data and Blue Diamond to assess student achievement information. I also assist teachers in their planning, choices and registration for Professional Staff Development. As Testing Coordinator I must attend training then instruct teachers and Proctors in the required testing standards and Code of Ethics for a variety of required State and County standardized tests given to our students throughout the school year. This includes coordinating students at grades 3-5 with special needs and the accommodations they require as stated in their IEP's and ELP's.

2001-2004 Technology/Multi Media Grant Coordinator
Powell Gifted & Talented Magnet Elementary School
1130 Marlborough Road
Raleigh, NC 27610

As the Technology and Multimedia coordinator for the past three years, I have had a wonderfully creative opportunity to enlighten students and faculty in the use of technology for arts and media purposes. At the same time I have been able to continue my aim to infuse computer technology as a standard tool which is useful in the instruction of school curriculum.

This process requires me to:

Learn and apply new presentation technologies;

- Integrate appropriately into school curriculum
- Teach new ideas to students and teachers
- Develop and model new and effective lessons
- Develop, teach and model new electives

Train teachers in the use of basic computerized tools that are necessary in their jobs;

- e-mail, internet, school network, multimedia, word processing, database, and spreadsheets

Maintain and support on-going use of technology in electives and classroom such as;

- WEB design, Lego-Logo, Multimedia Presentations & Research.

This role also requires me to:

- Research and purchase appropriate hardware and software
- Justify hardware purchases not on technology standards list
- Set-up and maintain hardware and software and work with technology support to maintain a school-wide, multi-platform network.

Conducted informal evaluations of school-wide teaching methods. Maintained records and recorded appropriate data for grant research.

Experience:

1993-2001 Technology/Media Specialist (half positions)
Powell Gifted & Talented Magnet Elementary School
1130 Marlborough Road
Raleigh, NC 27610

1996-1999 Technology Specialist (half-time)
Vance Elementary School
Old Stage Road
Raleigh, NC 27603

1992-93 Computer Resource Teacher (half-time)
Penny Road Elementary School
10900 Penny Road
Raleigh, NC 27606

1991-93 Workshop Facilitator
Wake County Schools
Raleigh, NC

1992-93 Consultant for individual, Ms. Susan Robinson
3322 Fairhill Drive
Raleigh, NC

1992 Visiting Instructor
Department of Curriculum and Instruction
North Carolina State University, Raleigh, NC 27695

1992 Instructor/Consultant
Department of Curriculum and Instruction
North Carolina State University, Raleigh, NC 27695

- 1990-91 Assistant Coordinator, Center for Learning Technologies (half-time)
North Carolina State University, Raleigh, NC 27695
- 1986-90 Graduate Teaching/Research Assistant
Department of Curriculum and Instruction
North Carolina State University, Raleigh, NC 27695
- 1989 Consultant for Individual, Mr. Glen Schaffer
Chatham County School System
Pittsboro, NC
- 1988 Educational Consultant and Instructional Designer
Performance Analysis Corporation
200 Park Offices, Suite 212
P.O. Box 13684
Research Triangle Park, NC 27709
- 1984 Teacher-Substitute
Nassau County School system
Fernandina Beach, Florida
- 1984 Teacher
Flagler County School system
Flagler Beach, Florida

Other Experience:

- 1985 Assistant to Computer Systems Coordinator
Provost Office
North Carolina State University, Raleigh, NC
- 1978-84 Data Base Coordinator
Southern National Bank
Lumberton, NC
- 1974-78 Head Teller
Bank of New Jersey
Morristown, NJ

Articles Published:

Martorella, P.H., Barton, D.M., & Steelman, J.D. (1991) Training Teachers in Interactive Video Instructional Applications. *Computers in the Schools*, 8(1,2,3), 293-301.

Presentations:

Bray, D.M.B., Thurmond, S., Kidd, D., (2001, March). North Carolina Association for Educational Communications and Technology Conference. "Welcome to Room 118", NCAECTC RTP, NC

Barton, D. M., Thurmond, S., Kidd, D., (2000, December). North Carolina Educational Technology Conference, "Welcome to Room 118", NCetc, Greensboro, NC

Bray, D.M.B., Thurmond, S., (2000, February). North Carolina Association for Educational Communications and Technology Conference. "Fast Forward into Theme Based Technology", NCAECTC, Charlotte, NC

Barton, D.M., Thurmond, S., (1999, December). North Carolina Educational Technology Conference. "Fast Forward into Theme Based Technology", NCetc, Greensboro, NC

Barton, D.M., Thurmond, S., (1999, February). North Carolina Association for Educational Communications and Technology Conference. "Connecting Computers to the Curriculum", NCAECTC, Research Triangle Park, NC

Barton, D.M., Thurmond, S., (1998, December). North Carolina Educational Technology Conference. "Experiencing Effective Technology: Technology Tools for Active Learners", NCetc, Greensboro, NC

- Barton, D.M., Thurmond, S., (1998, October). Wake County Technology Conference Teaching it Through Telecommunications", Raleigh, NC
- Barton, D.M., Thurmond, S., (1998, February). . "Experiencing Effective Technology: Technology Tools for Active Learners", Kinston City Schools, Kinston, NC
- Barton, D.M., Thurmond, S., (1997, December). North Carolina Educational Technology Conference. "Experiencing Effective Technology: Technology Tools for Active Learners", Greensboro, NC
- Barton, D.M., Thurmond, S., (1996, December). North Carolina Educational Technology Conference. "Experiencing Effective Technology: Technology Tools for Active Learners", NCetc. Greensboro, NC
- Barton, D.M., Thurmond, S., (1995, December). North Carolina Educational Technology Conference, "Logical Links in Learning: Lessons that Facilitate Integration and Technology", NCetc, Greensboro, NC
- Barton, D.M., Thurmond, S., (1994, December). North Carolina Educational Technology Conference, "Creative Computer Connections in the Classroom", NCetc, Greensboro, NC
- Barton, D.M., Szabo, R., (1994, December). North Carolina Educational Technology Conference, "Dazzling Dimensions", NCetc, Greensboro, NC
- Barton, D.M., Thurmond, S., Kern, A., Hood, A., (1994, October). North Carolina Magnet School Conference. "High Tech, High Touch", Winston-Salem, NC
- Barton, D.M., Conrad, W.S., & Royal, D. (1990, September 6). The Center for Learning Technologies. InfoTech. North Carolina State University, Raleigh, NC.
- Barton, D.M. (1990, July 14). Exploring the World of Desktop Publishing. North Carolina 4-H Congress. Raleigh, NC.
- Martorella, P.H., Barton, D.M., & Steelman, J.D. (1990, May 10). Training Teachers in Interactive Video Instructional Applications. Technology and Teaching Conference. Greenville, NC
- Martorella, P.H., Barton, D.M., & Pollock, M.L. (1988, March 14). Creating Interactive Video Systems for the Classroom. National Association of Supervision and Curriculum Development. Boston, MA
- Vasu, E.S., Steelman, J.D., & Barton, D.M. (1988, February - March). Teacher Tools and Software Applications in the Curriculum. Warren County Middle Level Teachers, Warrenton, NC
- Martorella, P.H., Barton, D.M. (1987, November, 14). Creating Interactive Video Systems for the Classroom. National Council for the Social Studies. Dallas, TX
- Vasu, E.S., Steelman, J.D., & Barton, D.M. (1987, November - December). Logo. Warren County Middle Level Teachers, Warrenton, NC
- Vasu, E.S., Steelman, J.D., & Barton, D.M. (1987, September - October). Writing with Bank Street Writer. Warren County Middle Level Teachers, Warrenton, NC
- Barton, D.M. (1986, April). Interactive Video in the Social Studies. Southeastern Regional Conference for the Social Studies. Savannah, GA.

Professional Activities, Honors:

- | | |
|-----------|---|
| 1994-2001 | Chair Technology Committee |
| 1986 | Awarded Graduate Student Certificate for Outstanding Teaching |
| 1982 | Cum Laude graduate, Pembroke State University |
| 1982 | Awarded Practicum scholarship from the Alpha Delta Kappa Sorority |
| 1981 | Member Alpha Chi National Honor Society |
| 1979-82 | Dean's List (8 semesters) Pembroke State University |

Credentials File Available From:

Career Planning and Placement Center
 North Carolina State University
 Post Office Box 7303
 Raleigh, North Carolina 27605 7303

Cynthia M. Hoban
National Dance Educator 2004
National Board Certified Teacher 2004

Home:

(b)(6)



Work:

Leesville Road High School
8409 Leesville Road
Raleigh, NC 27613
(919) 870-4259

EDUCATIONAL PHILOSOPHY

Dance provides students with the opportunity to develop physical, emotional, and cognitive skills. Through discipline, creative exploration, collaborative problem solving, and critical reflection students gain a positive sense of self and respect for others. The dance experience is engaging, dynamic, and rewarding. As a dance educator in Wake County, I am committed to sharing my knowledge and love of the art form to all students.

EDUCATION

N.C. State University - Raleigh, NC M.Ed. In Educational Leadership (May 1998)	1994-1998
University of North Carolina - Greensboro, NC Certification in Dance Education	1989-1990
Iowa State University - Ames, Iowa Majored in Education	1985-1986
University of Wisconsin - Madison, Wisconsin Graduate work in Dance	1981-1982
Ohio State University - Columbus, Ohio BFA (Dance) - June, 1975	1972-1975
State University of New York - Oswego, New York Majored in Dance and Theater	1970-1972

EXPERIENCE

Dance Educator

2006 to Present

Leesville Road High School

Responsibilities include teaching beginning through upper level dance technique electives and choreographing and producing two full length dance concerts. I am Director/Choreographer for the LRHS Dance Ensemble which has performed throughout the community this year. This group was selected to perform in Pieces of Gold, the county wide Arts event. My other roles at Leesville include collaborating with the Arts team to produce the school musical, working with Fund raising and developing the Dance Boosters organization.

Dance Educator

2002 to 2006

Moore Square Museums Magnet Middle

Responsibilities include developing, integrating, and teaching dance curriculum within the Paideia model. I am initiating partnerships within the museum and downtown community and establishing a viable Dance program at a new Wake County magnet school. I have acted as Arts Department Chair, served on the Leadership Committee, and sponsored the Hospitality Fund. My choreography has been featured in Pieces of Gold and other community events.

Dance Educator

1992 to 2002

Martin Middle School

Providing leadership and direction to the dance program at Martin Middle School. This included developing and teaching all the dance classes and advising students. Organized and supervised the Martin Dance Company which performed throughout Wake County in schools and public events. Served as Arts Department Chair for the six years. Initiated the countywide "Day of Dance" which is in its tenth year. Received a creative grant from the Wake County Educational Partnership to integrate computer technology into the dance program. Mentored student teachers from several colleges. Cooperated with the theater and music departments to produce musicals and dance concerts each year. My students were featured in Pieces of Gold every year. As an administrative intern I have helped with a number of initiatives, including: scheduling and registration, character education, and 504 coordinator.

Guest Artist

1994 to Present

Meredith College

I presently serve as an adjunct faculty member at Meredith. I teach an Integrated Arts course as well as Theory and Methods (K-12) to future dance educators. I have been a guest lecturer for several dance and theater classes. I worked with Dr. Sherry Shapiro to serve as a mentor for eight student teachers. I have choreographed five musical theatre productions at Meredith.

Guest Artist

2000-Present

NC State University

Guest choreographer for seven musical theatre productions in collaboration with directors John McIlwee and Fred Gorelick.

- Dance Educator** 1987 to 1992
Wake County Public Schools
 Developed and implemented curriculum for Grades K-5 in magnet schools and for the Basic Education Plan. Choreographed a variety of dances for school shows and theater productions.
- Company Member** 1987 to 1992
The Dance Project - Raleigh, North Carolina
 Activities included performing and choreographing works for formal concerts and school programs.
- Owner, Director, and Teacher** 1987 to 1989
Give Dance a Chance II - Cary, North Carolina
 Started and developed my own business to teach a variety of dance classes to children. Activities also include bookkeeping, publicity, and choreographing a performance.
- Dance Teacher** 1982 to 1986
The Octagon Art Center - Ames, Iowa
 Developed and taught a variety of classes including pre-school movement; modern dance, tap, and ballet for a wide range of ages. Developed and taught modern dance/creative movement classes to special populations as part of Very Special Arts Iowa project.
- Dance Teacher and Member** 1980 to 1982
Kanopy Dance Theater - Madison, Wisconsin
 Developed and taught a variety of classes through Kanopy studio. Taught creative dance for elementary school students during week long residencies. Developed and performed in lecture demonstrations for numerous public schools. Performed extensively in formal and informal settings and choreographed works for performance.
- Dance Teacher** 1980 to 1981
University of Wisconsin Extension - Madison, Wisconsin
 Developed and taught jazz dance classes for adults. Levels ranged from beginning to advanced students.
- Teaching Assistant** 1980 to 1981
University of Wisconsin - Madison, Wisconsin
 Developed and taught dance classes in modern, jazz, and ballroom to college students. Responsibilities included attending faculty meetings, curriculum planning, and grading procedures.
- Owner, Director, Teacher** 1976 to 1979
Give Dance a Chance Studio - Waukegan, Illinois
 Started and developed my own business. Responsibilities included: teaching a variety of dance classes to all age groups; bookkeeping; publicity; studio design; and equipment purchasing. Developed the concept of informal performance workshops for students. Performed solo concerts of my own work. Participated in career education programs for public schools.

AWARDS and RECOGNITION

Recipient Wake Education Partnership Grant, 1998
Teacher of the Year, Martin Middle School, 1998
Wake County Teacher of the Year semi-finalist, 1998
Pilot classroom, Technology Connections, 2000
North Carolina Dance Educator of the Year (NCAAPERD), 2004
Southern District Dance Educator of the Year (Southern District), 2004
National Dance Educator of the Year (AAHPERD), 2004
Education Week Magazine, Feature Article "The Virtual Stage", March 9, 2005
Invited presenter for Dance Education and PE conferences nationally and internationally.

REFERENCES

Elizabeth Grimes-Droessler, Director Arts Ed.
850-1930 egrimes-droessler@wcpss.net

Ginger Wooten, Assistant Principal, Moore Square Middle
664-5737 GMWooten@wcpss.net

Bill Brown, Enloe HS, Technical Theater Director
856-7918 WCBrown@wcpss.net

Patti Marks, Enloe HS, Dance Educator
856-7918 Pmarks@wcpss.net

Freddie Lee Heath, Ligon Middle, Dance Educator
271-4348 FLHeath@wcpss.net

Anne Deagan, Principal, Martin Middle
881-4970 ADeagan@wcpss.net

JAMES D. MARTZ

(b)(6)

EDUCATION

Graduate Studies in Education (1987-89), UNC-Greensboro, Greensboro, North Carolina
M.F.A., Theatre (1974), University of Georgia, Athens, Georgia
B.A., Psychology (1971), DePauw University, Greencastle, Indiana
Jordan College of Music (1966-70), Butler University, Indianapolis, Indiana

EMPLOYMENT

- 2001-present *Arts Grant Administrator/Magnet Coordinator* Wake County Public Schools, Raleigh, NC
- * Developed lesson plans integrating arts in classroom teaching.
 - * Conducted staff development training in the use of multiple intelligences and brain-based learning
 - * Supervised the purchase of equipment software and supplies necessary for the infusion of innovative arts technologies in the school instructional program.
 - * Implemented the mapping of both the classroom and elective curriculum to insure that curriculum connections are made across the entire school's instructional program.
- 1998-2001 *Teacher* Wake County Public Schools, Raleigh, NC
- * Teach Drama/Theatre electives at Powell Gifted and Talented Magnet Elementary
 - * Teach Creative Dramatics, grades K-5.
- 1995-1998 *Associate Professor* Western Michigan University, Kalamazoo, MI
- * Director of Music Theatre Performance program
 - * Advisor for Music Theatre BFA candidates
 - * Direct musical theatre touring groups
 - * Direct musical theatre productions, operas
- 1990-1995 *Associate Professor* Lees-McRae College, Banner Elk, NC
- * Facilities Manager for Hayes Auditorium
 - * Supervised applied theatre program.
 - * Directed selected productions
 - * Musically directed selected productions
- 1989-1990 *Teacher* Wake County Public Schools, Raleigh, NC
- * Taught Creative Dramatics grades 3-6.
 - * Helped develop curriculum for Creative Dramatics, grades 3-6.
- 1987-89 *Teacher* New Hanover County Schools, Wilmington, North Carolina
- * Taught Creative Dramatics grades 3-6.
 - * Helped develop curriculum for Creative Dramatics, grades 3-6.
 - * Taught High School Theatre (5 courses).
 - * Created new theatrical production space

- 1987-1989 **Director/Designer** Opera House Theatre Company, Wilmington, North Carolina
 * Directed musical productions and straight plays.
 * Served as Musical Director for company.
 * Served as Scenic and Lighting Designer for company.
- 1983-87 **Instructor** Campbell University, Buies Creek, North Carolina
 * Member of the faculty teaching speech and theatre including acting, stagecraft, lighting, public speaking, and scenic design.
 * Directed and designed plays and musical plays, and served as resident designer/technical director.
- 1981-83 **Director/Designer** Fort Bragg Playhouse, Fort Bragg, North Carolina
 * Directed and produced selected plays and musicals.
 * Served as musical director and/or choral director for musical productions.
 * Served as scenic and lighting designer for all theatrical and musical productions.
- 1980-81 **Director/Designer** Savannah Theatre Company, Savannah, Georgia
 * Designed and served as musical director and conductor of Applause.
 * Directed community theatre production of Angel Street, also serving as designer and production manager.
- 1980 **Judge** Department of the Army, Fort McPherson, Georgia
 * Toured all participating FORSCOM installations (26) as judge for the Festival of the Performing Arts which included plays, musicals, operettas, and talent shows, as well as the Recreation Center Competition which included beauty pageants, athletic events and theme events.
- 1978-81 **Production Director** Magnum Lighting and Production, Atlanta, Georgia
 * Designed and installed lighting systems for both permanent and temporary installations of theatrical shows including theatre, opera, ballet, symphonic and popular music.
 * Installed lighting, sound, and stage set-up for industrial shows, exhibitions, trade shows, conventions, and outdoor art festivals.
- 1979-80 **Production Manager** Atlanta Ballet Company, Atlanta, Georgia
 * Served as production manager, technical director, and stage manager of 30-member professional repertory ballet company.
 * Established production budgets, tour surveys and contracts for extended interstate tours and full-length Atlanta season.
 * Supervised the design and mounting of three new full-length ballets.
- 1978-79 **Artistic Director** Augusta Children's Theatre, Augusta, Georgia
 * Served as director and primary teacher for private theatre school teaching Creative Dramatics and acting.
 * Served as director and technical director for four productions of adult-acted children's theatre.
 * Formed "Patchwork Players", a touring troupe, incorporating mime and puppetry.

- 1975-78 **Director/Designer** Music/Theatre Division, Fort Gordon, Georgia
- * Served as theatre director and technical director of music and theatre program on military installation.
 - * Designed seven to ten productions and supervised a technical and administrative staff of five.
 - * Directed four to six mainstage productions per year, two dinner theatre productions per year, and four workshop productions.
 - * Taught workshops in acting, technical theatre, and music.
- 1974-75 **Scenic Technician** Alliance Theatre Company, Atlanta, Georgia
- * Served as carpenter/rigger/painter on four-man crew for professional repertory theatre company.
 - * Responsible for constructing, hanging and rigging all scenic units for proscenium and studio stages and supervision of running crews.
- 1971-72 **Research Director** DIRNAN Research Council, Halifax, Nova Scotia
- * Conducted psychological research and testing among youth in three hostels and a halfway house sponsored by the council. Research was in living and traveling habits, drug use and abuse, and development of social and financial responsibilities in Canadian youth. Special focus was made of the advantages of travel as an alternative to schooling after completion of high school.

SKILLS AND EXPERIENCE

Administration

- * Refined curriculum spanning three major departments and coordinated the establishment of standards and assessment criteria for training in all three areas at Western Michigan University
- * Created and managed statewide touring schedule for recruitment and promotion of arts program
- * Directed over 70 theatrical productions

Management

- * Coordinated all technical aspects of performing arts facility, including union and non-union staff
- * Established production budgets, tour surveys and negotiated contracts with three separate unions for multi-city tours of major dance company
- * Created budgets and maintained equipment and supplies for summer theatre production company
- * Supervised construction, painting, lighting and sound for over 100 theatrical productions

Teaching

- * Created a multimedia based series for a large survey course to be later implemented for distance learning
- * Developed new courses in the implementation of CAD software for stage applications
- * Created new curriculum in arts for K-6
- * Coordinated the inclusion of new curriculum into established teaching practices
- * Implemented basic computer and Internet use training
- * Developed over 15 undergraduate college courses

Technology

- * Train college teachers to teach the set-up and use of computers
- * Maintained computerized lighting systems in multiple venues
- * Installed and maintained sound systems in churches, schools and performing arts venues
- * Trained teachers in the use of technology in teaching
- * Conducted workshops on Internet use and Web page development at theatre and educational conferences

Katherine McDaniel

(b)(6)	(b)(6)
	Kmcdaniel@WCPSS.NET

PERSONAL STATEMENT

I enjoy working with people and meeting their information needs. I challenge myself to stay current in the field of Media Studies in order to provide excellent service to the students and teachers of my school.

WORK EXPERIENCE

Media Coordinator. Wake County Public School System, Raleigh North Carolina. Part time position at East Garner Magnet Middle School. 2003 to present. Responsibilities: Planning and implementing school and countywide media procedures. Large and small group instruction in information skills. Planning with teachers to incorporate media skills into classroom lessons. Additional responsibilities included grant writing and community service liaison.

Research Librarian. IBM Corp., Research Triangle Park, North Carolina. 1996-1998. Responsibilities: Market research.

Senior Library Assistant. College of Law Library, Duke University, Durham, North Carolina. 1995-1996. Assisting circulation librarian with the daily operation of the collection management department. Supervising and training circulation desk assistants. Managing microform collection and processing serials for binding. Team approach management required working knowledge of all aspects of the department.

Senior Library Assistant. Legal Information Center, University of Florida, Gainesville, Florida. 1989-1993. Assisting circulation librarian with daily operation of the collection management department. Processing Interlibrary Loans and working with faculty and students to secure information not readily available in the law library.

Reference Librarian Assistant. College of Law Library. Florida State University, Tallahassee, Florida. 1993-1994.

EDUCATION

Post Graduate Studies in Education. North Carolina Central University, 2003.

Masters of Library Science and Information Studies. Florida State University, 1994.

Bachelors of Science, Sociology. Virginia Tech., 1980

ACTIVITIES

American Library Association

Battle of the Books Coach, East Garner Magnet Middle School Sixth Grade Team 2004.

Volunteer for Habitat for Humanity 2004 to present.

Newbery Club, East Garner Magnet Middle School 2005-2006.

Battle of the Books Steering Committee, Wake County Public Schools 2007-2008.

(b)(6)

Carol Lawson Moore

Professional experience

2001-2004	Joyner	MSAP Grant Coordinator Dual Language Coord.
1998- 2001	Joyner	Spanish Specialist
1994-1998	Joyner	Spanish Specialist
1989-1994	Joyner, Jeffreys Grove, Aldert Root	Spanish Specialist
1982-1989	Underwood	Media Specialist
1976-1982	Fred A. Olds	Media Specialist
1976 (spring)	Mary Phillips School	Media Assistant
1973 (summer)	West Raleigh Presby, Church	Teacher, Summer
1970 (spring)	Effie Green	Teacher, 2 nd grade
1969 (fall)	Raleigh Public Schools	Dept. Speech & Hearing
1967-69	Uruguay, Colombia	Peace Corps Volunteer

Additional professional activities

Student Teacher Supervision

Guided Observation, students from NCSU, Peace College, Mexican graduate student

School Leadership Team , Secretary

Magnet Steering Committee, Chair

Climate/Social Committee, Chair

Translator : Parent/Teacher Conferences, Student Registration, Discipline matters

Staff Development : Survival Spanish Seminars, Secretaries, Teacher Assistants, WCPSS

Curriculum Writing: Units of curriculum for use at Joyner

Education

1963 – 1967 Bachelor of Science, Elementary Education,
University of Maryland, College Park, Maryland

Graduate Level Courses Taken:

- 1967 Graduate Studies: Latin American (Latin American culture, Spanish language), under the auspices of U.S. Peace Corps and California State University, Los Angeles
- 1991 Graduate Studies: Spanish conversation, grammar, History/culture of Mexico under the auspices of Greensboro College and NC Dept. of Public Instruction
- 1993 Graduate Studies: Spanish language, History of Ecuador, Quechuan Language/culture, under the auspices of Fayetteville State University and NC Dept. of Public Instruction

Additional certification:

Associate Media Coordinator certification (1978)

Elementary Spanish endorsement (1990)

Professional memberships

- North Carolina Association of Educators
- Wake County Foreign Language Collaborative
- Foreign Language Association of North Carolina
- Basic Education Plan, Spanish Program
- The ARC of Wake County
- North Carolina Center for the Advancement of Teaching
- CABE (California Association for Bilingual Education)

Languages

Spanish: Peace Corps volunteer in Montevideo, Uruguay and Bucaramanga, Colombia (1967-69) – extensive instruction before term of service as well as while in host countries

Spanish conversation/fluency :Governor's Language Institutes: (1991) Greensboro College, Greensboro, N.C. (1993) Cuenca, Ecuador, South America –each institute a month long immersion experience in Spanish

Spanish fluency/usage: Teacher in Dual Language Program, Joyner, currently kindergarten, first and second grade levels; translations for student registration, parent-teacher conferences, written communications

Spanish coordination: MSAP (Magnet Schools Assistance Program) Grant Coordinator, Dual Language Program Coordinator, Joyner

**Community
activities**

Director, M'n'M Singers (choir for adults with developmental disabilities)

Chair, Advisory Board for **HESED** (ministry for developmentally disabled)

KAIROS Prison Ministry, volunteer

**Volunteer
experience**

M'n'M Singers Choir, Director

Kairos Prison Ministry – working extensively with residents at NCCIW(North Carolina Correctional Center for Women),largely with hispanic and Afro-American residents

Hesed Ministry – leading weekend retreats for adults with developmental disabilities

Language Services Manager, Special Olympics (Summer 1999)- overseeing a core group of interpreters during the Olympics

Awards received

Terry Sanford Creativity Award, Wake County finalist (1980)

Teacher of the year semi-finalist , Underwood GT Magnet School (1983-84)

ARC of Wake County Volunteer of the year award (1989)

Governor's Language Institute participant (Greensboro College, 1991)

Teacher of the Year nominee, J.Y. Joyner Magnet School (1992-93)

Governor's Language Institute participant (Cuenca, Ecuador, 1993)

NCCIU, Educators Experience Mexico (two week experiential trip, 1998)

South Raleigh Civitan Club Citizen of the Year (1998-99)

Teacher of the Year nominee, J.Y. Joyner Magnet School (1999-2000)

Michael Oster

(b)(6)



SUMMARY of PROFESSIONAL QUALIFICATIONS

- » Effectively utilizes state-of-the-art technology in school-wide and class activities
- » Creative and enthusiastic with ability to generate energy in the workplace
- » Demonstrated ability to use appropriate management techniques
- » Effectively communicates with students, parents, faculty and administration
- » Effective in using a variety of teaching strategies and styles
- » Sensitive to the needs of child and adult learners and successful in motivating students

EDUCATION

UNIVERSITY OF MINNESOTA

Master of Education - Business Education, July 1999

Bachelor of Science - Management and Rhetorical Studies, 1994

Overall GPA - 3.8

LICENSURE

STATE OF NORTH CAROLINA – Vocational Business Education, 7-12

STATE OF NORTH CAROLINA – Middle Grades Business, 6-9

STATE OF NEVADA – Business Education, 7-12 and Computer Applications, K-12

EDUCATIONAL EXPERIENCE

EAST GARNER MAGNET MIDDLE SCHOOL, Garner, NC

Sixth - Eighth Grade Information Technology Teacher, August 2005 – present

CTE Department Chair, 2006 - present

Leadership Chair, 2006

- Provide classroom instruction to multi-cultural student populations from diverse economic backgrounds, utilizing creative methods
- Maintain and troubleshoot computer labs
- Responsible for department technology purchases and budget
- Observe peers in the classroom and provide feedback
- Prioritize meeting agenda and lead department chair meetings
- Selected for Positive Behavior System team
- Planned, developed, and instructed teachers in a school-wide behavior plan

HARNEY MIDDLE SCHOOL, Las Vegas, NV

Sixth Grade Computer Literacy Teacher, Fall 2002 – June 2005

- Provided classroom instruction
- Maintained computer hardware, software and networks
- Developed and organized staff technology training
- Responsible for technology purchases

CORTNEY JUNIOR HIGH SCHOOL, Las Vegas, NV

Sixth Grade Computer Literacy Teacher, Fall 1999 – 2002

Assistant Educational Computing Strategist

- Provided classroom instruction
- Maintained computer hardware, software and networks
- Trained staff on new software programs
- Supervised school web site development

Michael Oster

(b)(6)



**EDUCATIONAL
EXPERIENCE**
continued

RICHFIELD HIGH SCHOOL, Richfield, MN
Practicum Teacher - Business Education, Fall and Winter 1998-99
Student Teacher/Part-Time Licensed Teacher, Spring 1999

UNIVERSITY OF MINNESOTA, Minneapolis, MN
Graduate Assistant Teacher - General College Math Department, Fall and Spring
1998-99

CLARK COUNTY SCHOOL DISTRICT, Las Vegas, NV
Substitute Teacher, 1997 - 1998

MINNESOTA BASEBALL INSTRUCTIONAL SCHOOL, Minneapolis, MN
Camp Coach, Summers 1991 - 1995

**PROFESSIONAL
EXPERIENCE**

NOS Communications, Las Vegas, NV
Long Distance Sales, 1996
Bill Analysis, 1997

UNIVERSITY OF MINNESOTA ATHLETIC TICKET OFFICE, Minneapolis, MN
Sales Representative, 1994 - 1995
Accountant's Assistant, 1995 - 1996

**COACHING
EXPERIENCE**

LAS VEGAS HIGH SCHOOL, Las Vegas, NV
Boys' Golf Assistant Coach, 2001 - 2005
Girls' Fast-Pitch Volunteer Coach, Spring 2000

REFERENCES

Available upon request

Laurie Elizabeth Toreson

(b)(6)

Education: M.A. T. Secondary Education/Spanish, Appalachian State University, August, 1990

B.A. Secondary Education, University of North Carolina, Chapel Hill, May, 1987.

University of Sevilla (Spain), UNC-Chapel Hill Year Abroad, 1985-86

Honors: Sigma Delta Pi National Spanish Honor Society, inducted 1986
Graduate Student Governor, ASU Executive Board, 1989-1990
Dean's List, UNC-CH, 1983-1987
Order of the Bell Tower Honorary Society, UNC-CH 1985-1987
Foreign Language Student Teacher of the Year, UNC-CH, 1987

Experience: Spanish Teacher, Second Languages Department Leader, Panther Creek High School, 2006-present
Spanish Teacher, WCPSS Conversational Spanish for Educators Course 2006-present
Spanish Teacher, Second Languages Department Chair, Knightdale High, 2004-2006
Spanish Teacher, East Wake High, 1990-2004
Courses taught: Spanish I, II, III, V, AP Spanish Language
Advisor, Spanish Club, Panther Creek High School 2006-present
Advisor, Spanish Club, Knightdale High School, 2004-present
Advisor, International Ambassadors, Knightdale High School, 2005-present
WCPSS National Board Liaison, Panther Creek High School, 2006-present
Board Member, WCPSS Advanced Placement Network, 2005-present
Certified Mentor Teacher, WCPSS, 2004-present
Certified Cooperating Teacher for Student Teachers, 1993-present
Second Languages Department Chair, East Wake High, 2001-2004
WCPSS National Board Coach, 2003-present
Advisor, National Spanish Honor Society, East Wake High, 1990-present
School Improvement Committee, East Wake High, 1999-2003
Chair, Parent Involvement Committee, East Wake High, 2000-2003
Spanish Instructor, Vance-Granville Community College, part time, 1992-1993
Spanish Teacher, Fike High School, Wilson County, 1987-1989

Honors: National Board Certification, World Languages Other Than English, 2002
Top-Ten Finalist, Wake County Public Schools Teacher of the Year, 2006
Teacher of the Year, Knightdale High School, 2005-2006
Teacher of the Year, East Wake High, 2003-2004
Presenter, WCPSS, "National Board Certification in WLOE"
Presenter, Foreign Language Association of North Carolina Conference, 2003-05
Presenter, NC DPI Conference on National Board Certification in WLOE, 2003
Governor's Language Institute in Foreign Languages, summer, 1993

KAREN P. VERTREESE

CURRENT ADDRESS

(b)(6)

EDUCATION

University of North Carolina at Chapel Hill (1988-1993): MAT French, August, 1993
Davidson College French Language Institutes (Summer, 1994, 1997, 2002, 2006)
University of Avignon, Avignon, France (Summer, 1985)
University of Louisville, Louisville, Kentucky (Summer, 1983)
University of North Carolina at Chapel Hill (Summer, 1980)
University of Kansas, Lawrence, Kansas (1959-1964): B.S. French and Spanish
Secondary Education, June, 1964

TEACHING POSITIONS

Wake County, North Carolina Public Schools
Leesville Road High School, French and Spanish, 1993-
Sanderson High School, French and Spanish, 1981-1983
West Millbrook Junior High School, French and Spanish, 1980-1981

Kansas City, Kansas Public Schools
Wyandotte High School, Spanish 1964-1967, 1968-1969

HONORS AND AWARDS

Recipient of scholarship to attend the University of Kansas Spanish Language Institute in
Barcelona, Spain – Summer, 1962
Recipient of AATF Scholarship for Language Institute in Avignon, France –
Summer, 1985
Sanderson High School Teacher of the Year, 1987-1988
Panel Participant in 1994 NC Department of Instruction live broadcast, representing the
High School perspective on the newly revised K-12 Second Language Curriculum
and the Foreign Language Proficiency Test
Panel Participant in 1996 NC Department of Public Instruction televised TI-IN Broadcast
titled "National Standards and Foreign Language Education"

(2)

Curriculum writer for Wake County French, Levels III and IV-VI, 1996-1997
Evaluator for the Southern Association of Colleges and Schools (1989-1991)
Biography in 1992 , 2000, 2004, 2006 editions of Who's Who Among America's Teachers
Appointed Chairman of Department of Foreign Languages at Leesville Road High School (1993-
Appointed a MAT Student Representative on the UNC Chapel Hill Master of Arts in Teaching Programs Advisory Committee in the School of Education (1992-1994)
NC-AATF Vice-President and Teacher of the Year Award Coordinator, 1995-1996
President of NC-AATF, 1996-1998
Recipient of the NCCIU Annual Fund Award to participate in the North Carolina Center For International Understanding's 2000 Global Study program for Educators, Canada (Summer, 2000)
Textbook Evaluator for North Carolina, summer of 2003
NC-AATF Teacher of the Year, 2004
Received National Board Certification in French, 2004

PROFESSIONAL ORGANIZATIONS

FLANC

AATF

WAKE ACT-NEA

Phi Sigma Iota, the Foreign Language Honor Society

Alliance Francaise de Raleigh-Durham-Chapel Hill, N.C.

erika lynn woodard

elwoodard@wcpss.net

(b)(6)

Areas of Certification 521 Spanish (Grades K-12)
18079 Computer Education Endorsement

Characteristics Driven to develop new skills and use existing skills to the best of my ability.
Extremely well-rounded and intuitive. Goal oriented. Organized. Intrinsically motivated.
Comfortable speaking in public and fluent in a second language, Spanish.
1995-Present Wake County Public Schools Raleigh, NC

Experience

Asst Principal for Curriculum & Instruction River Oaks Middle School
Designed the instructional program for this alternative middle school.
Developed the technology program to support curriculum and instruction.
Manages all curriculum resources and supports ongoing instruction and professional development.
Acts as media specialist, increasing circulation for alternative students and matching student interest with reading materials.

Technology Facilitator – Swift Creek Elementary
Redesign school web site to make it more useful and attractive to the community.
Create curriculum rich technology integration lessons for teachers and students
Work with administration to provide vision and develop policy for technology.
Evaluate possible software and hardware purchases for alignment to curriculum goals.

Instructional Support Technician
Install and perform repairs on computer hardware, software, and peripheral equipment.
Set up network servers and provide network support.
Train school-based personnel to maintain day to day operation of technology equipment.
Consult with staff, users, and management to determine need for system modification.
Assist other technicians and serve as project coordinator for special projects.

Technology Integration Resource Coordinator – Timber Drive Elementary
Design print and multimedia training materials used to instruct teachers and students.
Set up network servers, computers, software and manage initial wiring.
Research and recommend all software and hardware purchases.

Instructional Technology Resource Teacher – Ligon Middle/Magnet Programs
Create original training materials and train students and teachers.
Recommend and purchase equipment and software.
Complete CAT5 wiring to outlying parts of the school.

1992 - 1995 Public Schools of North Carolina

Warren County Public Schools
Media and Computer Specialist – set up first elementary level computer lab in system

Nash Rocky Mount Public Schools
Spanish Instructor – supervise students and teach oral and written language skills

Skills Microsoft Office Advanced Skills 97, 2000 & XP, Novell Netware 3.1, 4.11, 5.1,
Z.E.N. Works 2x & 3x, DOS, Windows 9x, WindowsNT/2000, Educational software,
Network Printing, strong customer service and communication skills.

Education And Training B.A., Spanish, cum laude. Meredith College, 1992.
Graduate Level work in media and technology – NC State University and UNC-Chapel Hill
Licensed in Spanish and Computer Education until 6/30/04
Covey seven habits, Baldrige training, Netware Network Administration
Graduate of North Carolina School of Science and Mathematics, Durham, NC

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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 6079-Mandatory_FINAL_Desegregation_Plan.doc

Attachment 2:

Title: Pages: Uploaded File: 4137-FINAL_Letters_of_Support.pdf

280.20(a) Each eligible LEA or consortium of LEAs that desires to receive assistance under this part shall submit an annual application to the Secretary

This section contains information regarding enrollment numbers and percentages for minority and nonminority student groups for the entire Wake County Public School System (WCPSS), for each school for which MSAP funding is sought, and for each feeder school. The following table identifies the magnet programs in this proposal and indicates that MSAP projects at the three schools will be significant revisions to existing magnet programs at the schools.

Project Schools

Magnet Program	Project Status
Southeast Raleigh Magnet High School: Center for Leadership and Technology	Significant Revision
Garner Magnet High School: IB MYP and Diploma Programme	Significant Revision
East Garner Magnet Middle School: IB MYP	Significant Revision

As the voluntary movement of students toward the three magnet schools in our proposal increases in our district, steps will be taken to ensure that this movement does not have an adverse effect on the makeup of the feeder schools. Project school recruiting efforts will be focused on feeder schools that will experience little or no effect on the enrollment percentages as students move to magnet schools. Furthermore, safeguards to prevent magnet enrollment from harming enrollment percentages at feeder schools are in place in the WCPSS Office of Growth Management. All magnet applications, student placements, and transfers are processed through

the Office of Growth Management for magnet and nonmagnet schools. Before an offer for placement for a magnet assignment is made, consideration is given to the enrollment impact on the feeder school. Criteria are in place to allow all applicants the opportunity to be selected while limiting the number of applicants who are accepted from certain school assignment areas that would adversely impact minority group isolation.

As described herein, WCPSS employs a race-neutral process in selecting students for magnet schools. The Wake County Board of Education has reaffirmed its commitment to diversity in the district at all schools in its student assignment policy and in its March 2007 adoption of Magnet Program objectives. These objectives are to:

- ◆ Reduce high concentrations of poverty and support diverse populations;
- ◆ Maximize use of school facilities; and
- ◆ Provide expanded educational opportunities.

280.20(b) In its application, the LEA or consortium of LEAs shall provide assurances that

it --

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES


In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will---

- (A) use funds made available under this part for the purposes specified in Section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decision making and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate students.

* * * * *

If the applicant has an approved desegregation plan---

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.



Signature of Authorized
Representative

4/11/07
Date

280.20(c) In addition to the assurances listed in paragraph (b) of this section, the LEA or consortium of LEAs shall provide such other assurances as the Secretary determines necessary to carry out the provisions of this part.

WCPSS has included the other required assurances for this MSAP application.

280.20(d) Upon request the LEA or consortium of LEAs shall submit any information that is necessary for the Assistant Secretary for Civil Rights to determine whether the assurances required in paragraphs (b) (3), (4), and (5) of this section will be met.

WCPSS will respond to requests for information pertaining to assurances in paragraphs (b) (3), (4), and (5) of this section.

280.20(e) An LEA or consortium of LEAs that has an approved desegregation plan shall submit each of the following with its application:

This section, under the header above, does not apply to WCPSS.

Desegregation Plan Information Form

Type of Desegregation Plan
(Check One & Attach the Appropriate Document)

A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies

Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed to:

Steven L. Brockhouse
US Department of Education
Office of Innovation and Improvement
400 Maryland Avenue SW, Rm 3E122
Washington, DC 20202-5961

A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

VOLUNTARY DESEGREGATION PLAN

280.20(f) An LEA or consortium of LEAs that does not have an approved desegregation plan shall submit each of the following with its application.

WCPSS submits its voluntary desegregation plan with this MSAP application, as indicated in the following.

280.20(f)(1) A copy of the plan the LEA or consortium of LEAs is submitting for approval.

WCPSS's voluntary plan involves all schools in the district – base attendance-area schools, year-round schools and magnet schools. One of the key components of the plan is the district's student assignment policy (provided in full at the end of this description of the voluntary plan). In this policy, the Wake County Board of Education states that it "...believes that maintaining diverse student populations in each school is critical to ensuring academic success for all students, and this belief is supported by research." The student assignment policy provides that each student will have the option of applying for admission to one of the magnet educational programs or year-round programs, which will be offered in designated schools. In addition to the district's student assignment policy, the voluntary plan includes a number of components to ensure that all students are given equitable access to magnet schools. These components include:

- Promotion and recruitment strategies to ensure equitable access for all students;
- Attraction of diverse enrollments to schools;
- Avoidance of the harmful effects of racial isolation;

- Strategic placement of programs to provide equitable access of students and to attract diverse enrollments;
- Use of selection criteria that are race-neutral;
- Use of facilities designed to support the magnet programs;
- Use of a transportation network that ensures equitable access of students to magnet schools;
- Use of local funding to provide resources to support the magnet program; and
- Annual evaluation of magnet programs to determine whether they are accomplishing their purposes.

PROMOTION AND RECRUITMENT

Based on its experience in implementing magnet programs over the past 26 years, the district has learned the importance of implementing extensive and creative promotion and recruitment strategies in order to provide students equitable access to its magnet programs and to attract diverse enrollments to these schools. These strategies include:

- Engaging the services of a marketing firm to assist WCPSS in promoting magnet programs and in recruiting students to these programs;
- Operating a Magnet Resource Center to serve as an ongoing resource for parents now residing within the school district and for new families moving into the system. This center provides parents with information on each of the magnet schools in the district and assists parents in understanding the selection and notification process and in completing applications for their children's admission;
- Holding an annual Magnet Schools Fair, which provides opportunities for all magnet schools to market their programs to parents and students;

- Conducting information sessions about magnet schools in targeted areas of the district, particularly those with new growth patterns and where parents are not aware of traditionally held magnet information sessions such as the Magnet Schools Fair, including areas where parents have historically not applied for magnet schools;
- Holding open houses in the magnet schools at times that are convenient for working and nonworking parents;
- Creating and publishing applications, fliers and brochures about magnet schools and distributing them throughout the district, including on the district's Web site; in all of its schools; and in shopping centers, libraries, and churches; and
- Publicizing the magnet schools in the media in communities that have historically not participated in magnet programs.

In addition, WCPSS monitors its promotion and recruitment efforts throughout the application period to determine the success of its strategies in attracting students from diverse backgrounds to each magnet school, and implements additional strategies during the application period if it determines that it is not attracting diverse applicants to a school or schools.

STRATEGIC PLACEMENT OF PROGRAMS

WCPSS utilizes varied race-neutral alternatives to attract students from diverse backgrounds to its schools and to ensure that all students have equitable access to its magnet schools. For example, as magnet programs have expanded in the district, efforts have been made to replicate programs to provide equal access for students in all parts of the county. The three magnet schools identified for significant revisions in this proposal were each identified to host magnet programs in part because of their locations in the county. The selection of magnet schools to be

significantly revised in this MSAP proposal is responsive to their central locations in the county as well as changing residential demographics in the county.

SELECTION CRITERIA

The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district's elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration—middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

□ ROUND ONE

- Live in a node where the SES (free or reduced-price lunch) percentage of elementary aged children is at least 5% below the county average AND
- Assigned to a base school where the SES percentage of elementary aged children is at least 5% below the county average AND
- Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
- Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
- Submitted a valid application for the same program the previous year.

□ **ROUND TWO**

- Same as Round One with deletion of previous year's application.

□ **ROUND THREE**

- Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.

□ **ROUND FOUR**

- Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
- Assigned to a base school where the SES percentage of elementary aged children is less than 40% AND
- Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less.

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Socioeconomic Status

The district considers socioeconomic status one of the factors in assigning students to its magnet schools for several reasons. First, it wants to ensure that all students have access to magnet schools regardless of their socioeconomic background. Second, national and school district research has shown that attending schools with high concentrations of poverty is educationally harmful to students because such schools tend to have higher teacher turnover, teachers with less experience and teachers with fewer advanced degrees. Such factors can contribute to lower student achievement. Third, the district believes that there are educational benefits for students to have the opportunity to attend school with students from different

socioeconomic backgrounds because it provides students the chance to learn together and to break down stereotypes about poor, middle-class and upper-middle class students.

Academic Achievement

The district also considers academic achievement of students as another factor in assigning students to all schools. Research has shown that having high concentrations of low-achieving students in a school can have negative impact on all of the students attending that particular school. In keeping with NCLB legislation, the district has set a goal for the 2008 year of having 95% of students in grades 3 through 12 at or above grade level as measured by NC End-of-grade (EOG) and NC End-of-Course (EOC) tests, with all student groups demonstrating high growth by 2008. So as to optimize learning opportunities and experiences for all students, the district will consider both socioeconomic and academic achievement variables when assigning attendance nodes to base schools.

School Capacity

Due to the unrelenting growth in student population over the past and foreseeable future years and the consequent school crowding, it is also necessary for the district to consider school capacity when assigning students to magnet schools. Accordingly, the district gives a preference to students who are assigned to overcrowded schools or who have older siblings already attending the magnet school to which a younger sibling is applying.

Racial Considerations

The application for grants under the Magnet Schools Assistance Program, OMB No. 1855-0011, Exp. Date 4/30/2007, indicates that "The Department believes that LEAs submitting voluntary plans can achieve the statutory purposes of reducing, eliminating, or preventing

minority group isolation using race-neutral admissions practices.” WCPSS does not currently use race of student in assignment determinations, nor does it envision the need to use race as a factor in admitting students to magnet schools because its experience has shown that the race-neutral strategies and factors discussed above have been largely successful in avoiding the harmful effects of racial isolation and that the district’s strategies address the educational benefits of giving students the opportunities to attend schools with students of different backgrounds and achievement levels. Also, past awards under the MSAP program itself have helped the district to prevent, reduce or eliminate minority group isolation.

FACILITIES DESIGNED TO SUPPORT MAGNET PROGRAMS

WCPSS has allocated resources in its long-range facilities plan to ensure the viability and attractiveness of its magnet school facilities and to provide available seats at the magnet schools.

TRANSPORTATION PROVIDED TO MAGNET SCHOOLS

WCPSS provides transportation for students who attend its magnet schools. In an effort to control transportation costs, the process of selecting students to attend magnet schools is determined in part on the basis of where the student resides in the district. The magnet school transportation pattern is one of the components of the selection criteria used by the growth management office during the lottery process.

LOCAL FUNDING SUPPORTS MAGNET SCHOOLS

Since WCPSS began implementing magnet schools, it has provided local funding to support magnet schools, including instructional personnel, support personnel, administrators, professional development and supplies. The district will continue to provide comparable local

funding to support the magnet schools in this proposal; MSAP funding will supplement not supplant the district's local funding.

EVALUATION OF MAGNET PROGRAMS

Annually, WCPSS reviews the effectiveness of the district's magnet programs in achieving magnet program objectives. This evaluation includes:

- ◆ Data on the pool of applicants for each magnet school for the current year, disaggregated by grade level, race and ethnicity, gender, socioeconomic status, achievement level, special education status, English as a Second Language (ESL) status, and area of the county in which applicants reside;
- ◆ Data on students who enrolled at each magnet school for the current year, disaggregated by grade level, race and ethnicity, socioeconomic status, achievement level, special education status, ESL status, area of the county in which the applicants reside, and sending or feeder schools;
- ◆ Data on school capacity and utilization; and
- ◆ Recommendations for improving recruitment and promotion strategies and selection criteria to ensure all students equitable access to each magnet school.

WCPSS STUDENT ASSIGNMENT BOARD POLICY

6200

STUDENT ASSIGNMENT

6200

The Wake County Public School System believes that maintaining diverse student populations in each school is critical to ensuring academic success for all students, and this belief is supported by research. The school system also must consider such factors as cost effective use of facilities.

Each student enrolled in the Wake County Public School System shall be assigned to the school of his or her grade level serving the attendance area in which that student's parents or court-appointed guardian lives. Exceptions will be made as necessary to limit enrollment of a school due to overcrowding or for special programmatic reasons; e.g., special education, English as a Second Language, or alternative school programs. Each student will have the option of applying for admission to one of the magnet educational programs or year-round programs, which will be offered in designated schools.

All of the following factors, not in priority order, will be used in the development of the annual student assignment plan:

- A. Instructional program; e.g., magnet programs, special education, ESL, etc.
- B. Adherence to K-5, 6-8, 9-12 grade organization.
- C. Facility utilization, including crowding (projected enrollment should be between 85% and 115% of approved campus capacity). New schools may operate with less than 85% of capacity enrolled if some grade levels will not be assigned during the first year or if significant growth is anticipated in the following years.
- D. Diversity in student achievement (percentage of students scoring below grade level should be no higher than 25%, averaged across a two-year period). Schools with more than 25% of students below grade level will receive an instructional review to ascertain the reasons for the low achievement; improvement trends will be considered in deciding whether to address this issue in development of the assignment plan.
- E. Diversity in socioeconomic status (percentage of students eligible for free or reduced price lunch will be no higher than 40%). Schools with more than 40% of students eligible for free or reduced price lunch will receive an instructional review; improvement trends will be considered in deciding whether to address this issue in development of the assignment plan.
- F. Stability (the percentage of students who will remain at the same school).
- G. Proximity (no student will travel more than the maximum established by board policy).

Beginning in the fall 2000, the board will review and approve the factors to be considered in developing the student assignment plan and will approve the list of factors and ways to measure those factors by their first meeting in October each year.

Legal Reference: G.S. 115C-366; -367

Cross Reference: Policies 6202 and 6203

Adopted: 5/4/1981; Revised: 1/17/1983; Revised: 5/16/1983; Revised: 11/18/1991; Revised: 4/21/1997; Revised: 1/10/2000

280.20(f)(2) A copy of a school board resolution or other evidence of final official action adopting and implementing the plan, or agreeing to adopt and implement it upon the award of assistance under this part.

On April 24, 2007, in a meeting of the Wake County Board of Education, the board gave official consent to the desegregation plan as it reads in this section above. As submitted to the board on this date, the précis seeking approval of the district's desegregation plan read:

Per requirements of the federal Magnet Schools Assistance Program (MSAP), a school district without a court ordered desegregation plan is required to submit a voluntary desegregation plan with their grant application. WCPSS is planning to submit an MSAP grant application, Project Renaissance, and evidence of the district's official action adopting the plan for implementation must be submitted with the application. The voluntary desegregation plan prepared by WCPSS staff for the MSAP grant competition and provided as backup to this précis is a statement of the school district's student assignment policies and practices, including WCPSS Magnet Programs Office criteria for the selection of elementary and secondary students to attend magnet schools in the district. The desegregation plan prepared for Project Renaissance is consistent with WCPSS policies and practices as well as desegregation plans that have been submitted with previous MSAP applications.

280.20(f)(3) Evidence that the plan is a desegregation plan as defined in §280.4(b)

As defined in §280.4(b), the WCPSS desegregation plan is a plan for the reduction, elimination, or prevention of minority group isolation in one or more of the schools of the LEA, as indicated in the following table.

Desegregation Plan

School	Minority Enrollment Percentage 2006-07	MSAP Objective	Renaissance Target for Minority Enrollment	Type of Program	Grades Included
Southeast Raleigh Magnet HS	68.8%	Reduce MGI	65.6% By Fall 2010	Whole school	9-12
Garner Magnet HS	59.5%	Reduce MGI	54.1% By Fall 2010	Whole school	9-12
East Garner Magnet MS	76.7%	Reduce MGI	66.5% By Fall 2010	Whole school	6-8

280.20(f)(4) For an LEA or consortium of LEAs that seeks assistance for existing magnet schools

The Wake County Public School System seeks assistance to significantly revise three existing magnet high school programs:

- Southeast Raleigh Magnet High School;
- Garner Magnet High School; and
- East Garner Magnet Middle School.

Based on data from the 2004-2006 period, assumptions in our enrollment projections include the following:

- Growth in student enrollment will continue in the school district during the performance period of this grant, averaging just over 8,000 students each year;

- The increase in district wide minority student percentage will also continue during the performance period of this grant; averaging 1.3% per year at the elementary school level (grades K-5), 1.5% per year at the middle school level (grades 6-8), and 1.7% per year at the high school level (grades 9-12);
- The increase in enrollment and minority percentage is distributed to all schools in the district over the period of the grant, controlling for factors such as school crowding and minority group isolation.
- Year-round magnet schools are expected to see increasingly diverse student enrollment per the Board's commitment to diversity in all district schools;
- New schools that are scheduled to be built and opened during the performance period of the grant are not included in these enrollment projections, due to uncertainties about facility constructions and feeder patterns to which such schools will be assigned, but will be factored into updated projections should these come on line during the grant performance period.

It is important to note in our projections that the three project schools in this proposal are not expected to contribute to any increase in minority group isolation at any feeder school that exceeds that which the district is expected to see from year-to-year based on these assumptions.

280.20(f)(4)(i) Enrollment numbers and percentages, for minority and non-minority group students, for each magnet school for which funding is sought and each feeder school---

280.20(f)(4)(ii) Districtwide enrollment numbers and percentages for minority group students in the LEA's or consortium of LEAs' schools, for grade levels involved in the applicant's magnet schools (e.g., K-6, 7-9, 10-12)---

Please see Tables 1 through 4 on the following pages.

Table #1: Enrollment Data—WAKE COUNTY PUBLIC SCHOOL SYSTEM - LEA Level

Actual Enrollment—October 1, 2006 (Current School Year)				Projected Enrollment—Oct 1, 2007 (Year 1 of Project)				Projected Enrollment—Oct 1, 2008 (Year 2 of Project)				Projected Enrollment—Oct 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	5,479	49.4 ^a	5,619	50.6 ^a	11,098	K	6,018	50.7 ^b	5,860	49.3 ^b	11,878	K	7,139	51.3 ^b	6,380	46.7 ^b	13,519
1	5,407	48.8 ^a	5,666	51.2 ^a	11,073	1	5,902	50.1 ^b	5,831	49.9 ^b	11,733	1	6,602	52.7 ^b	5,918	47.3 ^b	12,520
2	5,009	48.1 ^a	5,401	51.9 ^a	10,410	2	5,635	49.4 ^b	5,768	50.6 ^b	11,403	2	6,439	52.0 ^b	5,969	48.9 ^b	12,418
3	4,717	46.2 ^a	5,501	53.8 ^a	10,218	3	5,142	47.5 ^b	5,691	52.5 ^b	10,833	3	6,316	50.8 ^b	6,300	49.9 ^b	12,616
4	4,693	46.9 ^a	5,318	53.1 ^a	10,011	4	5,142	48.2 ^b	5,330	51.8 ^b	10,472	4	6,293	50.8 ^b	6,100	49.2 ^b	12,393
5	4,570	47.7 ^a	5,015	52.3 ^a	9,585	5	5,160	49.0 ^b	5,375	51.0 ^b	10,535	5	6,141	51.6 ^b	5,766	48.4 ^b	11,907
6	4,494	46.7 ^a	5,133	53.3 ^a	9,627	6	4,834	48.0 ^b	5,231	52.0 ^b	10,065	6	5,818	49.5 ^b	5,947	50.3 ^b	11,765
7	4,580	47.3 ^a	5,105	52.7 ^a	9,685	7	4,912	48.6 ^b	5,199	51.4 ^b	10,111	7	5,930	51.2 ^b	5,639	48.8 ^b	11,569
8	4,435	45.6 ^a	5,284	54.4 ^a	9,719	8	4,757	47.3 ^b	5,306	52.7 ^b	10,063	8	5,742	52.4 ^b	5,213	47.6 ^b	10,955
9	5,630	50.1 ^a	5,601	49.9 ^a	11,231	9	6,143	51.7 ^b	5,723	48.3 ^b	11,866	9	7,370	56.6 ^b	5,578	43.4 ^b	12,948
10	4,072	43.2 ^a	5,346	56.8 ^a	9,418	10	4,444	44.8 ^b	5,463	53.2 ^b	9,911	10	5,358	48.4 ^b	5,604	51.6 ^b	10,962
11	3,240	38.8 ^a	5,119	61.2 ^a	8,359	11	3,516	40.1 ^b	5,293	59.9 ^b	8,809	11	4,184	43.3 ^b	5,650	57.5 ^b	9,834
12	2,813	36.8 ^a	4,825	63.2 ^a	7,638	12	3,076	37.7 ^b	5,081	62.3 ^b	8,157	12	3,363	40.1 ^b	5,482	59.9 ^b	8,845
Tot	59,139	46.2 ^a	68,933	53.8 ^a	128,072	Tot	64,683	47.8 ^b	71,403	52.2 ^b	136,086	Tot	70,510	49.0 ^b	73,525	51.0 ^b	144,035

Table #2: Year of Implementation for Existing Magnet Schools Included in the Project

School Name	First School Year as a Magnet School	School Name	First School Year as a Magnet School
Seaholm Magnet High School	1997		
Garner Magnet High School	2004		
East Garner Magnet Middle School	2004		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #3: Enrollment Data—Magnet School

Magnet School: Southeast Raleigh Magnet High School (SRMHS)																			
Actual Enrollment as of October 1, 2006 (Current School Year)				Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)							
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students
K					K					K					K				
1					1					1					1				
2					2					2					2				
3					3					3					3				
4					4					4					4				
5					5					5					5				
6					6					6					6				
7					7					7					7				
8					8					8					8				
9	393	75.1%	130	523	9	438	79.3%	114	553	9	436	76.0%	137	573	9	431	71.6%	170	601
10	325	70.2%	138	463	10	363	78.1%	102	465	10	360	71.0%	147	507	10	356	66.9%	176	532
11	332	67.2%	162	494	11	370	70.9%	153	523	11	368	68.0%	173	541	11	363	64.1%	204	567
12	288	61.9%	177	465	12	321	63.4%	170	493	12	319	62.7%	190	510	12	315	59.1%	218	533
Tot	1,338	68.8%	607	1,945	Tot	1,493	73.6%	564	2,057	Tot	1,483	69.6%	648	2,132	Tot	1,464	65.6%	768	2,232

Table #3: Enrollment Data—Magnet School

Magnet School: East Garner Magnet Middle School (EGMMS)																			
Actual Enrollment as of October 1, 2006 (Current School Year)				Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)							
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students
K					K					K					K				
1					1					1					1				
2					2					2					2				
3					3					3					3				
4					4					4					4				
5					5					5					5				
6	267	78.3%	74	341	6	353	75.0%	114	337	6	251	72.0%	98	349	6	351	67.9%	119	332.1%
7	277	78.5%	76	353	7	363	75.2%	117	349	7	261	72.1%	101	361	7	260	68.0%	122	32.0%
8	257	73.4%	93	350	8	244	70.4%	103	346	8	242	67.5%	116	358	8	241	63.7%	138	36.3%
9					9					9					9				
10					10					10					10				
11					11					11					11				
12					12					12					12				
Tot	801	76.7%	243	1,044	Tot	760	73.3%	273	1,033	Tot	754	70.5%	315	1,069	Tot	753	68.3%	369	31.5%

Table 4: Enrollment Data—Feeder High Schools: Southeast Raleigh Magnet High School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)							Projected Enrollment as of October 1, 2007 (Year 1 of Project)							Projected Enrollment as of October 1, 2008 (Year 2 of Project)							Projected Enrollment as of October 1, 2009 (Year 3 of Project)						
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students			
Page 1	1,338	68.3%	607	31.2%	1,945	1,492	72.6%	564	27.4%	2,056	1,483	69.8%	648	30.4%	2,132	1,464	65.6%	768	34.4%	2,232	1,464	65.6%	768	34.4%	2,232			
Apex	433	19.5%	1,753	80.5%	2,186	451	20.9%	1,707	79.1%	2,158	516	23.1%	1,722	76.9%	2,233	595	25.4%	1,747	74.6%	2,343	595	25.4%	1,747	74.6%	2,343			
Athens Drive	825	43.8%	1,073	56.2%	1,900	848	44.8%	1,047	55.2%	1,895	933	47.0%	1,043	53.0%	1,965	1,016	49.4%	1,041	50.6%	2,057	1,016	49.4%	1,041	50.6%	2,057			
Needham	861	39.5%	1,319	60.5%	2,180	906	40.8%	1,312	59.2%	2,218	989	43.0%	1,311	57.0%	2,300	1,093	45.3%	1,316	54.7%	2,408	1,093	45.3%	1,316	54.7%	2,408			
Broughton	738	35.1%	1,317	63.9%	2,055	728	38.3%	1,164	61.5%	1,892	738	40.7%	1,168	59.3%	1,963	886	43.1%	1,168	56.9%	2,054	886	43.1%	1,168	56.9%	2,054			
Cary	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529			
East Wake	1,290	51.2%	1,205	48.3%	2,495	1,397	53.1%	1,237	46.9%	2,634	1,498	54.9%	1,233	45.1%	2,731	1,623	56.8%	1,237	43.2%	2,859	1,623	56.8%	1,237	43.2%	2,859			
William G Enloe	505	29.2%	1,233	70.8%	1,738	552	30.5%	1,255	69.5%	1,807	651	34.8%	1,222	63.2%	1,873	779	39.7%	1,183	60.3%	1,962	779	39.7%	1,183	60.3%	1,962			
Fuquay-Varina	1,335	59.5%	833	40.5%	2,168	1,384	61.1%	881	38.9%	2,265	1,664	58.3%	984	41.9%	2,348	1,330	54.1%	1,129	45.9%	2,459	1,330	54.1%	1,129	45.9%	2,459			
Gartner	533	25.1%	1,562	74.9%	2,095	547	26.4%	1,523	73.6%	2,070	614	28.6%	1,532	31.4%	2,146	696	31.0%	1,551	69.0%	2,247	696	31.0%	1,551	69.0%	2,247			
Green Hope	334	40.2%	481	59.8%	815	535	41.6%	752	58.4%	1,287	767	46.1%	896	53.9%	1,663	863	49.5%	879	50.5%	1,741	863	49.5%	879	50.5%	1,741			
Holly Springs	1,097	65.5%	577	34.5%	1,674	1,223	66.9%	605	33.1%	1,828	1,303	68.7%	594	31.3%	1,897	1,401	70.6%	584	29.4%	1,984	1,401	70.6%	584	29.4%	1,984			
Knightsdale	773	32.8%	1,583	67.2%	2,356	827	34.2%	1,593	65.8%	2,420	910	36.3%	1,599	63.7%	2,509	1,014	38.6%	1,613	61.4%	2,627	1,014	38.6%	1,613	61.4%	2,627			
Leesville Road	680	35.6%	1,229	64.4%	1,909	676	37.0%	1,153	63.0%	1,829	781	41.2%	1,116	58.8%	1,896	914	46.1%	1,071	53.9%	1,985	914	46.1%	1,071	53.9%	1,985			
Middle Creek	1,300	58.3%	933	41.7%	2,233	1,438	59.6%	974	40.4%	2,412	1,536	61.4%	964	38.6%	2,501	1,658	63.3%	960	36.7%	2,618	1,658	63.3%	960	36.7%	2,618			
Millbrook	317	15.5%	1,733	84.5%	2,050	524	36.8%	808	63.2%	1,422	651	39.1%	1,003	60.9%	1,663	725	41.7%	1,016	58.3%	1,741	725	41.7%	1,016	58.3%	1,741			
Panther Creek	884	44.7%	1,093	55.3%	1,977	906	46.1%	1,061	53.9%	1,967	984	48.3%	1,055	51.7%	2,039	1,030	48.3%	1,105	51.7%	2,135	1,030	48.3%	1,105	51.7%	2,135			
Sanderson	56	57.3%	41	42.7%	97	95	59.1%	65	40.9%	160	101	60.9%	65	39.1%	166	109	62.8%	65	37.2%	174	109	62.8%	65	37.2%	174			
Wake Early College																												

Table 4: Enrollment Data—Feeder High Schools: Southeast Raleigh Magnet High School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	
Page 2 Cont	1,338	68.3%	607	31.2%	1,945		1,492	72.6%	564	27.4%	2,056		1,483	69.6%	648	30.4%	2,132		1,464	65.6%	768	34.4%	2,232	
Wake Forest-Rolesville	528	37.8%	1,358	73.2%	1,886		585	29.2%	1,422	70.8%	2,007		652	31.3%	1,439	68.7%	2,091		735	33.7%	1,444	66.3%	2,179	
Wakefield	963	49.9%	1,409	59.4%	2,372		1,079	41.9%	1,494	58.1%	2,573		1,175	44.9%	1,493	56.0%	2,668		1,294	46.3%	1,499	53.7%	2,793	
East Wake School of Health Science	181	48.5%	192	51.5%	373		224	49.9%	226	50.1%	450		233	49.9%	234	50.1%	467		244	49.9%	245	50.1%	488	
East Wake School of Integrated Technology	142	58.3%	102	41.8%	244		227	59.5%	154	40.5%	381		242	61.3%	153	38.7%	395		262	63.2%	152	36.8%	414	
East Wake School of Arts, Education & Global Studies		USE AS APPROPRIATE		USE AS APPROPRIATE			346	57.7%	180	42.3%	426		261	59.1%	181	40.9%	442		280	60.6%	182	39.4%	462	
East Wake School of Engineering Systems		USE AS APPROPRIATE		USE AS APPROPRIATE			201	51.7%	188	48.3%	389		214	53.1%	189	46.9%	403		231	54.7%	191	45.3%	422	
District Enrollment 9-12	13,327	42.7%	20,875	57.3%	36,402		17,093	44.3%	21,453	55.7%	38,546		18,644	46.1%	21,836	53.9%	40,480		20,241	47.8%	22,144	52.2%	42,385	

Table 4: Enrollment Data—Feeder High Schools: Garner Magnet High School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	
Garner High	1,357	50.5%	1,333	40.3%	2,690		1,384	61.1%	881	38.9%	2,265		1,364	58.1%	984	41.9%	2,348		1,330	54.1%	1,129	45.9%	2,459	
William G Enloe	1,290	51.7%	1,305	48.3%	2,595	X	1,397	53.1%	1,237	46.9%	2,634		1,498	54.9%	1,233	45.1%	2,731		1,623	56.8%	1,237	43.2%	2,859	
Fuquay-Varina	505	29.2%	1,323	70.8%	1,730		552	30.5%	1,255	69.5%	1,807		631	34.8%	1,223	65.2%	1,853		779	39.7%	1,183	60.3%	1,962	
Holly Springs	324	40.3%	461	59.8%	785		535	41.6%	752	58.4%	1,287		767	46.1%	806	53.9%	1,563		863	49.5%	879	50.5%	1,741	
Knightdale	1,059	65.3%	557	34.8%	1,616		1,223	66.9%	605	33.1%	1,828		1,303	68.7%	594	31.3%	1,897		1,401	70.6%	584	29.4%	1,984	
Middle Creek	680	33.6%	1,329	64.4%	1,909		676	37.0%	1,153	63.0%	1,829		781	41.3%	1,116	58.8%	1,896		914	46.1%	1,071	53.9%	1,985	
Southeast	1,338	68.8%	607	31.2%	1,945		1,492	72.6%	564	27.4%	2,056		1,483	69.8%	648	30.4%	2,133		1,464	65.6%	768	34.4%	2,232	
Wake Early College	56	57.7%	41	42.3%	97	X	95	59.1%	65	40.9%	160		101	60.9%	65	39.1%	166		109	62.8%	65	37.2%	174	
District Enrollment 9-12	15,333	42.7%	20,873	57.3%	36,403		17,093	44.3%	21,453	55.7%	38,546		18,644	46.1%	21,836	53.9%	40,480		20,241	47.8%	22,144	52.2%	42,385	

Table 4: Enrollment Data—Feeder Middle Schools: East Garner Magnet Middle School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Magnet(s)	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students			
Feeder																								
East Garner Middle	801	36.7%	243	33.1%	1,044		760	73.5%	273	26.5%	1,033	754	70.5%	313	30.5%	1,069	752	66.5%	379	33.5%	1,131			
Carnage	822	73.2%	301	26.8%	1,123	X	777	74.3%	269	25.7%	1,046	819	73.7%	293	24.3%	1,083	884	77.2%	261	22.8%	1,145			
Centennial Campus	262	45.1%	319	54.9%	581	X	294	47.4%	327	52.6%	621	321	49.9%	322	50.1%	642	339	49.9%	340	50.1%	680			
Dillard Drive	449	44.5%	553	55.5%	1,004		501	46.5%	576	53.5%	1,077	531	48.6%	573	51.4%	1,114	573	48.6%	606	51.4%	1,179			
Fuquay Varina	330	33.4%	639	64.6%	969		365	37.2%	614	62.8%	979	399	39.4%	614	60.6%	1,013	452	42.2%	619	57.8%	1,072			
Holly Ridge	432	35.2%	833	64.8%	1,265		449	36.9%	768	63.1%	1,217	489	38.9%	770	61.1%	1,259	552	41.4%	780	58.6%	1,332			
Ligon	571	52.8%	511	47.2%	1,082	X	596	53.9%	511	46.1%	1,107	633	53.3%	512	44.7%	1,145	688	56.8%	524	43.2%	1,212			
Lufkin Road	340	31.9%	738	68.1%	1,078		378	33.7%	746	66.3%	1,124	415	37.5%	748	64.3%	1,163	472	38.4%	759	61.6%	1,230			
Moore Square																								
Museum	325	62.6%	193	37.4%	518		353	63.7%	201	36.3%	554	373	63.1%	206	34.9%	579	404	66.6%	202	33.4%	606			
North Garner	622	74.3%	215	28.8%	837		793	72.3%	303	27.7%	1,096	836	73.7%	298	26.3%	1,134	903	75.2%	297	24.8%	1,200			
West Lake	383	28.8%	951	71.2%	1,334		444	30.4%	1,014	69.6%	1,458	487	32.3%	1,021	67.7%	1,508	554	34.7%	1,042	65.3%	1,596			
District Enrollment 6-8	3,345	46.4%	3,511	53.6%	6,856		14,440	48.0%	15,673	52.0%	30,113	13,834	49.3%	16,159	50.7%	31,993	17,439	51.0%	16,770	49.0%	34,209			

Table 5: Selection of Students

Magnet School(s): Southeast Raleigh MHS

Check the appropriate box:

Academic examination is a criterion in the magnet school selection process.

Academic examination is not a criterion in the magnet school selection process

Describe the student selection process.

SRMHS is a one-of-a-kind magnet themed school in our district, therefore, application to the school is open to all students in WCPSS. The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district's elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration—middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

ROUND ONE

- Live in a node where the SES percentage for elementary aged children is at least 5% below the county average AND
- Assigned to a base school where the SES for elementary aged children is at least 5% below the county average AND
- Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
- Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
- Submitted a valid application for the same program the previous year.

ROUND TWO

- Same as Round One with deletion of previous year's application

ROUND THREE

- Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.

ROUND FOUR

- Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
- Assigned to a base school where the SES for elementary aged children is less than 40% AND
- Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Magnet School(s): Garner MHS

Check the appropriate box:

- Academic examination is a criterion in the magnet school selection process.
 Academic examination is not a criterion in the magnet school selection process

Describe the student selection process.

GHS is one of three magnet high schools with the International Baccalaureate theme. Each of the three IB high schools has its own "draw area". All students in the district may apply to an IB magnet high school; however, the particular IB magnet high school to which a student may apply is determined by the draw area in which the student lives. The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district's elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration --middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

- ROUND ONE
 - Live in a node where the SES percentage for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the SES for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
 - Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
 - Submitted a valid application for the same program the previous year.
- ROUND TWO
 - Same as Round One with deletion of previous year's application
- ROUND THREE
 - Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.
- ROUND FOUR
 - Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
 - Assigned to a base school where the SES for elementary aged children is less than 40% AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Magnet School(s): East Garner MMS

Check the appropriate box:

- Academic examination is a criterion in the magnet school selection process.
 Academic examination is not a criterion in the magnet school selection process

Describe the student selection process.

EGMMS is one of three magnet middle schools with the International Baccalaureate Middle Years Programme (MYP) theme. Each of the three IB MYP magnet schools has its own “draw area”. All students in the district may apply to an IB MYP magnet school; however, the particular IB MYP magnet school to which a student may apply is determined by the draw area in which the student lives. The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district’s elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration—middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

- ROUND ONE
 - Live in a node where the SES percentage for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the SES for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
 - Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
 - Submitted a valid application for the same program the previous year.
- ROUND TWO
 - Same as Round One with deletion of previous year’s application
- ROUND THREE
 - Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.
- ROUND FOUR
 - Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
 - Assigned to a base school where the SES for elementary aged children is less than 40% AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Table 6: Revised Magnet Schools

Magnet School: Southeast Raleigh MHS

Nature of Revision or Change to the Magnet School

The introduction of a New Tech High School cohort, upgrades in technology, and a move towards leadership as defined by the renowned Partnership for 21st Century Skills are the significant revisions to the existing leadership and technology magnet high school.

Explanation of How or Why the Revision Is Significant

The attraction to the technology theme at SRMHS has diminished over time as newer high schools with newer technologies have opened in the high growth areas of our district. The introduction of a New Tech High School will enable SRMHS to reclaim its reputation as the flagship technology high school in the district. The leadership theme also needs clearer definition and relevance for students. The significant revisions to the theme at SRMHS will serve to increase the number of viable applicants to the magnet school and, in doing so, decrease the trend of minority group isolation there.

Magnet School: Garner MHS

Nature of Revision or Change to the Magnet School

The development of rich international and arts opportunities that employ best practices and broad community support will be the focus of the significant revisions to the International Baccalaureate high school. In addition, the school will attempt to grow the existing IB Middle Years Programme so that a larger and more diverse group of students will be prepared to enter the Diploma Programme.

Explanation of How or Why the Revision Is Significant

The IB program at GMHS has yet to attract enough viable student applicants to decrease minority group isolation at the school. Furthermore, the school suffers with lower academic performance than most of the district high schools and experiences a significant dropout rate. In addition, only a very small percentage of students currently apply for the IB Diploma Programme offered at the school. The international and arts opportunities will be created in such a way that students at the high school will likely find more relevance in the daily IB instructional program, gain support from the community beyond the school walls, apply to the Diploma Programme in increased numbers, and experience academic success at school. Over time, the revisions and the successes which follow will serve to increase the overall image of the school, thereby increasing its attractiveness in the district.

Magnet School: East Garner MMSNature of Revision or Change to the Magnet School

The significant revisions at EGMMS are similar to the revisions planned for Garner Magnet High School in that the focus is on expanding the arts and offering extensive international opportunities to build intercultural awareness among staff and students. These components of IB will be expanded through new interdisciplinary units of study in core classes that are developed based on the inquiry instructional approaches implicit in IB philosophy. Teachers from all disciplines will be involved in creating the units. Additionally, MSAP funding will be used to create opportunities for international partnerships for both teachers and students.

Explanation of How or Why the Revision Is Significant

East Garner Magnet Middle school is a feeder school to Garner Magnet High School. The two neighboring schools suffer similarly due to unhealthy student populations high in minority group isolation and below standard academic achievement. In order to strengthen the alignment to the high school and the overall program at EGMMS, the IB areas of arts and internationalism will be expanded in a way that will improve interdisciplinary instruction, incorporate broad community support, increase academic achievement for students, and improve the attractiveness of the IB program at the school. Minority group isolation at the school will decrease as applications to the school increase. Over time, the foundational academic experiences gained at EGMMS will increase the likelihood of success for students going on to Garner Magnet High School.

280.20(f)(5) For an LEA or consortium of LEAs that seeks assistance for new magnet schools

This section is not applicable to our proposal...all schools in this proposal for which assistance is sought are existing magnet schools in the Wake County Public School System.

280.20(g) An applicant that does not have an approved desegregation plan, and demonstrates that it cannot provide some portion of the information requested under paragraphs (f)(4) and (5) of this section may provide other information [...]

WCPSS is able to provide the necessary information requested under paragraphs (f)(4) and (f)(5) of this section.

280.20(h) After reviewing the information provided in response to (f)(4) and (5) of this section, or as provided under paragraph (g) of this section, the Secretary may request other information, if necessary (e.g., demographic data concerning the attendance areas in which the magnet schools are or will be located), to determine whether to approve an LEA's or consortium of LEAs' plan.

WCPSS will be pleased to respond to any requests for additional information.

280.20(i)(1) How the applicant will use assistance made available under this part to promote desegregation, including how the proposed magnet school project will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

Each of the programs in the three magnet schools in this proposal was chosen on the basis of its strength to attract students from diverse backgrounds with the significant revisions described in this proposal. The Quality of Project Design section of this application supports the attractiveness of each project to students from varied geographic and socioeconomic backgrounds with a broad range of talents, interests, and abilities.

280.20(i)(2) How and to what extent the assistance will increase student achievement in instructional areas offered;

The projects described in this MSAP application will increase student achievement as aligned with the state's standard course of study on the End-of-Grade (middle school) and End-of-Course (high school) tests administered by the state. Strategies and annual benchmarks for improvement in student achievement have been established in our proposal.

280.20(i)(3) How the LEA or consortium of LEAs will continue the magnet schools project after assistance under this program is no longer available, including, if applicable, why magnet schools cannot be continued without the use of funds under this part;

WCPSS will continue the magnet schools project after assistance under this program is no longer available. WCPSS has shown its commitment by the voluntary establishment of 36 magnet schools and by continued support and maintenance of these schools with local dollars. With each expansion of the magnet network, the district has provided support with local funds to finance personnel, equipment, and training needs. Further indication of the strong commitment of the district is its continued support of the position of senior director of magnet schools.

administrative magnet programs staff and secretarial assistance, along with a stand-alone facility for the Magnet Programs Center.

From 1993 through 2000, the district provided furniture, office space, and telephone service to the MSAP project coordinator, the secretary/bookkeeper, and the MSAP recruiter. In November 1999, the district opened the Magnet Resource Center in an old building on the campus of Millbrook Elementary School. This center is a year-round recruiting hub for magnet programs and provides workspace for the MSAP project staff. Each magnet school in the district has a display area at the Magnet Resource Center that includes pictures, videotapes, student artwork, and brochures. Families who move into the district are able to visit the center and become familiar with magnet schools in advance of the annual recruiting season. By providing a specific space for ongoing magnet recruiting, the district again shows its support and commitment to magnet programs as a part of its recurring budget.

280.20(i)(4)(i) How assistance will be used to improve student academic achievement for all students attending the magnet school programs; and

WCPSS is prepared for a new level of excellence with its magnet programs. Decades of developing, implementing, and assessing magnet programs have prepared the district to offer the innovative and high-caliber programs that constitute this project.

Each school's magnet theme is tied to specific objectives that address the strengthening of students' reading and writing skills or the knowledge of mathematics, science, history, geography, English, foreign language, art, or music. All curriculum units developed for the project schools will be closely aligned with North Carolina Standard Course of Study objectives. WCPSS Curriculum and Instruction Department senior administrators and the senior

administrator for magnet curriculum will approve newly developed curriculum only if this criterion is met. Moreover, every school has a goal and associated objectives with measurable outcomes for increasing student performance in the core areas, as assessed by the state's testing program and reported per North Carolina's ABCs of Accountability and NCLB AYP guidelines. Rigorous curriculum, challenging content, and high performance standards form the cornerstone of Project Renaissance.

280.20(i)(4)(ii) Implement services and activities that are consistent with other statutes, as appropriate; and

In preparing the Project Renaissance proposal, the school district has adhered closely to the federal statutes and regulations, terms and conditions, competitive priorities, purposes and specifications of the MSAP grant program. The district has aligned three major goals (Desegregation and Choice, Building Capacity, Academic Achievement) and the six MSAP purposes with a set of objectives and associated measurable outcomes, all calibrated to achieve the purposes of the grant program, in keeping with expectations of the federal NCLB legislation and North Carolina's ABCs program of accountability for achievement results. The districts adheres to the highest standards, including:

1. Accountability for results:
 - The annual evaluation plan required of the MSAP will assess progress in all aspects of the objectives; and
 - Data-driven decisions will make programs stronger and will ensure that children are receiving the best education possible.
2. An emphasis on doing what works based on scientific research:

- Programs and strategies chosen for Project Renaissance are those with proven results; and
 - Quality programs will give more information to teachers and principals allowing them to make necessary changes to meet the needs of every child.
3. Expanded parental options:
- Magnet programs in this district have offered options to parents for over 20 years. The implementation of Project Renaissance will strengthen these options through capacity building, will provide clearer alignment of all magnet programs K-12, and will sustain program improvements after funding ends;
 - The district has in place a strong recruitment and marketing plan to make families aware of their options. Magnet fairs and other events are held to reach out to parents and students;
 - A strong communication plan will report student progress and activities to parents with students in low-performing schools on a regular basis; and
 - Parents with students at low-performing WCPSS schools can use student achievement results and school AYP status, as reported by the district, to make decisions about opting for higher-performing schools.
4. Expanded local control and flexibility:
- Curriculum will be developed following federal, state, and local guidelines; funds will be used to support new curriculum documents as they relate to themes;
 - Professional development related to each project theme will ensure that teachers have the skills necessary to deliver the promised activities.

280.20(i)(5) [and] What criteria will be used in selecting students to attend the proposed magnet schools projects.

The criteria that will be used in selecting students to attend the proposed magnet school projects have been described in full in the information presented above on the district’s voluntary desegregation plan and also included in “Table 5: Selection of Students” of this section.



Town of Garner

Post Office Box 446 • Garner, North Carolina 27529
Phone 919-772-4688 • FAX 919-662-8874

Ronnie S. Williams
MAYOR

April 17, 2007

Dr. Kenneth Branch
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Mr. Branch,

The purpose of this letter is to assure you of the full support of the Garner Mayor and Board of Aldermen for your proposal to the U.S. Department of Education through its Magnet Schools Assistance Program (MSAP) for funds to assist in the further development of magnet school programs in Wake County.

It is an honor that two schools from Garner have been selected to participate in this proposal. We are very much aware of the WCPSS magnet schools program and sincerely appreciate the manner in which these programs have been implemented. It is imperative that we continue to make progress, and, accordingly, I respectfully request the significant revisions of magnet school programs at Garner Magnet High School and East Garner Middle School, as well as Southeast Raleigh Magnet High School. These are excellent program revisions that will continue to create strength in our schools.

The Town of Garner and its citizens have had a strong ongoing relationship with the public school system in Wake County and accordingly offer our support to maintain and build on that relationship. Please accept this letter as Garner's strong endorsement of your MSAP grant proposal to the U.S. Department of Education.

Sincerely,

Ronnie Williams, Mayor



Supporting Innovation in Education
1040 Main Street, Suite 302
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www.newtechfoundation.org
Tax ID #68-0436871

April 10, 2007

Bill Carruthers, Ph.D., Senior Director
Grants Administration and Compliance Reporting
Wake County Public School System
Raleigh, NC 27611

Dear Dr. Carruthers,

New Technology Foundation is pleased to be asked to provide pricing for East Wake to access the New Technology High School suite of tools that support the classroom management of the NTHS model. While you are not planning a full replication of the NTHS model, you have expressed interest in accessing the tools that assist teachers in managing and presenting the project based learning environment to students at Southeast Raleigh Magnet High School and the East Wake School of Integrated Technology.

As a non-profit organization, it is not our intent to profit from the extensive use of our intellectual property but rather NTF intends over the next 2-3 years to make these tools more readily accessible to those who desire to move to team taught, project and problem based environments in order to better engage students and cause there to be not only reasons to learn but higher success with learning.

NTF has determined for the purposes you propose that the pricing for the training and use of our tools for a non-replication site such as yours is as follows:

Year one: \$110k

This fee includes:

Training and support (first year)

- 2-day shadowing session at NTHS for up to five administrators or teachers

- 5-day training in use of the tools and PBL design

- 2-day technical training session in NTHS Learning System tools.

- Up to 80 hours of technology and LS tools support. Additional support on a fee-for-service basis provided at \$100/hour for 25 hours (minimum block of 25 hours).

- Access to NTF's enrollment in the IBM Scholars Program for Lotus Notes client licenses for all teachers for Year One.

NOTE: All travel and expenses for School District personnel to attend training/shadowing sessions at NTF will be the sole responsibility of the School District. In addition, all travel and expenses for NTF personnel to provide on-site support and/or training will be paid by the School District. Those expenses will be reasonable and mutually agreed upon.

Year two and beyond: \$60-75k per year for subsequent years, depending on the number of students, which affects the cost of hosting the application.

This fee includes:

Training and support (subsequent years)

2-day training in use of the tools and PBL design

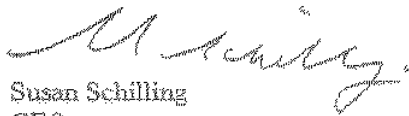
2-day technical training session in NTHS Learning System tools.

Up to 80 hours of technology and LS tools support. Additional support on a fee-for-service basis provided at \$100/hour for 25 hours (minimum block of 25 hours).

NOTE: All travel and expenses for School District personnel to attend training/shadowing sessions at NTF will be the sole responsibility of the School District. In addition, all travel and expenses for NTF personnel to provide on-site support and/or training will be paid by the School District. Those expenses will be reasonable and mutually agreed upon.

Please call if you need further explanations.

Respectfully,



Susan Schilling

CEO

New Technology Foundation

THE NEWS & OBSERVER
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Life enriched.

Orage Quarles III
President/Publisher
919-829-4659

April 12, 2007

Dr. Kenneth Branch
Magnet Programs Office
Wake County Public Schools
3600 Wake Forest Road
Raleigh, NC 27611

Dear Dr. Branch:

I am writing in support of Wake County Public Schools' efforts to procure the \$10 million 2007 – 2010 Magnet Schools Assistance Program Grant.

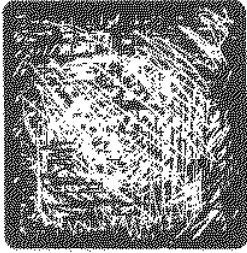
As I understand it, this grant will be used to revise magnet school programs in place at three existing Wake County schools – Southeast Raleigh Magnet High School, Garner Magnet High School and East Garner Magnet Middle School. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be everyone's priority, and The News & Observer is eager to encourage efforts that support this goal. We hope that strong consideration is given to awarding Wake County Public School System this grant.

Sincerely,



Orage Quarles III



BURNING C O A L THEATRE COMPANY

P. O. Box 90904
Raleigh, NC 27675
919.834.4001
www.burningcoal.org

Artistic Director

Jerome Davis
Managing Director
Simmie Kastner

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Jim Lofton
Tom McGuire
Terry Milner
Greg Paul
Steve Schuster
James West
Smedes York

March 23, 2007

To Whom It May Concern:

I writing am in support of the enclosed proposal for a long-format residency at Garner IB Magnet Middle School through our WillPower! education outreach program.

Burning Coal has been working with Triangle area schools for eight years, bringing professional Guest Artists into the classroom to introduce students to the power of the theatre. The Guest Artist works with the school's drama and English instructors to create a program tailored to the needs of the students and focused on improving literacy through playwriting, teaching professional-level voice and movement skills, and introducing students to classical plays from around the world. Our program has won accolades for its outstanding work involving the plays of Shakespeare, but we have also developed curricula around the plays of Moliere, Brecht, Lorca, Sophocles and others from the world's dramatic literature. As you are aware, the impact of arts education is demonstrable on academic achievement across the curriculum, and the program's goal is to improve the quality of arts education for participating students and to provide educational opportunities for participating teachers; education that may then be carried forward to future classes.

Burning Coal Theatre Company is an incorporated, non-profit [501 (c) (3)] organization. Our mission is to produce literate, visceral, affecting theatre that is experienced, not simply seen. Race and gender non-specific casting are an integral component of our perspective, as well as an emphasis on regional playwrights. Since its inaugural season in 1997, Burning Coal Theatre Company has been recognized for the excellence of its productions, unique in their commitment to overlooked classic and contemporary plays. Indication of our high quality can be seen in the acclaim recently received from Raleigh's major print publications, including the News & Observer and the Independent. We have received past funding from the Schubert Foundation, the Triangle Community Foundation, BB&T, local area Target stores, and the North Carolina Humanities Council.

Please call me at (919) 834-4001 if you have any questions. If you'd like to visit, or attend a Burning Coal production to get an idea of our company's level of professionalism and the impact of our work, please don't hesitate to call or write.

Best regards,

Jerome Davis
Artistic Director

DAVID PRICE
4TH DISTRICT
NORTH CAROLINA

COMMITTEE ON APPROPRIATIONS
HOMELAND SECURITY
MILITARY QUALITY OF LIFE
AND VETERANS AFFAIRS



CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515

April 20, 2007

2162 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-1784

5400 TRINITY ROAD, SUITE 205
RALEIGH, NC 27607-3815
(919) 869-5999

88 VILCOM CENTER, SUITE 140
CHAPEL HILL, NC 27514-1860
(919) 967-7924

N C MUTUAL PLAZA
411 WEST CHAPEL HILL STREET
DURHAM, NC 27701-3647
(919) 688-3004

www.price.house.gov

Dr. Kenneth Branch
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Dr. Branch:

I am writing in support of the Wake County Public School System's (WCPSS) grant application for funding through the U.S. Department of Education's Magnet School Assistance Program (MSAP).

This grant would make a significant contribution to the continued growth and development of magnet programs in the district. Additionally, the MSAP award would help WCPSS increase its capacity to offer broader choices to Wake County citizens by offering unique programs for students, increasing parental participation, and raising academic standards.

WCPSS is currently the 21st largest school district in the United States and has absorbed tremendous growth, as the Wake County area has been acknowledged as one of the top places in the nation to live, work and raise a family. WCPSS currently welcomes more than 7,000 additional students each academic year.

I am very proud of WCPSS and the services it provides to Wake County's children, families and the greater community. I hope the US Department of Education will give the proposal all due consideration.

Sincerely,

A handwritten signature in black ink that reads "David Price". The signature is written in a cursive, flowing style.

David Price
Member of Congress

DP: mm

April 12, 2007

Dr. Kenneth Branch
Senior Director of Magnet Programs

(b)(6)

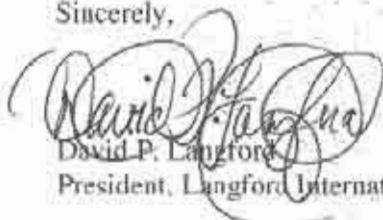
Dear Dr. Branch:

I have trained teachers, administrators and support staff at the Wake County Public School System in how to implement improvement processes in learning environments, specifically how to develop life-long learning and leadership skills using project based learning models. Wake County Public School System has moved to tracking student learning using capacity learning matrixes for portfolio development, and developing thematic and interdisciplinary approaches to increase intrinsic learning and achievement in students who attend their schools. Wake County Public School System prepares students to meet and exceed expectations of the 21st century. Key components to this success are understanding the value of teaming and teamwork, exponential learning, intrinsic motivation, process learning and how to apply knowledge in learning and work environments.

I believe that Wake County Public School System has made tremendous gains in understanding improvement processes and how to apply and standardize those processes. With continued support for administrative, teacher and student training programs, their students will be enabled to develop and implement quality strategies, organized thought processes and critical thinking skills. Students will continue to develop purpose and vision in learning, which will then transfer to the work environment, and society as well.

The transformation of learning organizations is built upon rich learning environments such as those found at the Wake County Public School System. I believe the U.S. Dept. of Education's Magnet Schools Assistance Program, Project Renaissance, will support their educational programs and contribute greatly to their continued success.

Sincerely,



David P. Langford
President, Langford International, Inc.



STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
20301 MAIL SERVICE CENTER • RALEIGH, NC 27699-0301

MICHAEL F. EASLEY
GOVERNOR

March 9, 2004

Caroline Massengill, Senior Director
Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Ms. Massengill:

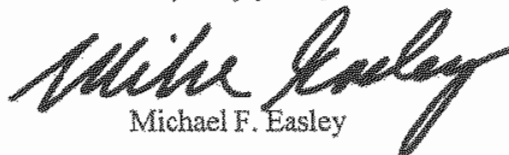
It gives me great pleasure to support Wake County's application for the Magnet Schools Assistance Program (MSAP). Wake County's goal to prepare students to meet the demands of the 21st century information age and the changing social dynamics of a diverse society is commendable.

I understand the MSAP project, entitled *Horizons: Expanding Opportunities for Success in the 21st Century*, establishes one new magnet school program and significantly revises four existing programs. This project aims to enhance the appeal of the four programs to attract a diverse enrollment and contribute to improved academic achievement for all students.

I am delighted for the opportunity to support a program that will strengthen opportunities for the community and for students in our schools.

With kindest regards, I remain

Very truly yours,


Michael F. Easley

MFE:AM:sc



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION :: Howard N. Lee, *Chairman*

WWW.NCPUBLICSCHOOLS.ORG

DEPARTMENT OF PUBLIC INSTRUCTION :: Michael E. Ward, *State Superintendent*

February 24, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

On behalf of the North Carolina Department of Public Instruction, I would like to express our support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. The Department of Public Instruction will work closely with the school system in this most important effort.

As I understand it, this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. New magnet school programs are to be established at North Garner Middle School. The goals of these projects are to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe High School and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and the North Carolina Department of Public Instruction is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the North Carolina Department of Public Instruction working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else the State of North Carolina can do to support these or future programs.

Sincerely,

Michael E. Ward

MEW/gnd

OFFICE OF THE STATE SUPERINTENDENT

MICHAEL E. WARD, State Superintendent :: EMAIL mward@dpi.state.nc.us

6301 Mail Service Center :: Raleigh, North Carolina 27699-6301 :: 919.807.3430 :: Fax 919.807.3445

JOHN EDWARDS
NORTH CAROLINA
(202) 224-3154

United States Senate
WASHINGTON, DC 20510-3306

COMMITTEES:
COMMERCE, SCIENCE, AND
TRANSPORTATION
HEALTH, EDUCATION, LABOR,
AND PENSIONS
JUDICIARY
SMALL BUSINESS
INTELLIGENCE

February 23, 2004

Mr. Steve Brockhouse
U.S. Department of Education
400 Maryland Avenue SW
Room 3E112
Washington, DC 20202

Dear Mr. Brockhouse:

I am writing on behalf of the Wake County Public School System (WCPSS), which is applying for funding through the Magnet Schools Assistance Program (MSAP). I wholeheartedly support their proposal and would appreciate your giving it careful consideration.

WCPSS is currently the nation's 25th largest school district with nearly 109,000 students. It has received four MSAP grants in recent years, including the past three consecutive grant cycles. These grants have enabled WCPSS to attract a diverse group of students to its magnet schools and increase the achievement level of all students.

The current request is for \$10 million to create or revise magnet themes at two elementary schools, a middle school and two high schools. Given its proven record of success, I am confident that WCPSS will put these grants monies to good use.

Thank you for giving me the opportunity to express my support for the proposal submitted by WCPSS. I am grateful for any support that you can provide. Please keep Anthony Petty in my Raleigh office (919-856-4245) updated on the status of this application.

Yours sincerely,



John Edwards

JE/ap

ELIZABETH DOLE
NORTH CAROLINA

RUSSELL SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-6342
FAX: (202) 224-1100

United States Senate

WASHINGTON, DC 20510

COMMITTEES
ARMED SERVICES
BANKING, HOUSING, AND
URBAN AFFAIRS
AGRICULTURE, NUTRITION, AND
FORESTRY
SPECIAL COMMITTEE ON AGING

February 24, 2004

The Honorable Rod Paige
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Paige: _____

I am writing on behalf of the Wake County Public School System (WCPSS), which recently applied for financial aid in the U.S. Department of Education Magnet Schools Assistance Program (MSAP).

The school district has experienced significant population growth in the last two decades and a commensurate increase in student enrolment making it the 25th largest school district in the country. Since 1991, 44 new schools have been opened to accommodate the growth, bringing the total number of schools in the district to 134. Despite these logistical obstacles, the WCPSS has been an example for Magnet Schools around the nation for student achievement. 92% of their students perform at or above grade level, which is a testament to their commitment to lowering the achievement gap. According to a February 24th AP article, the Wake and Mecklenburg County public school systems were ranked among the ten best big-city systems in a Forbes Magazine survey.

I would appreciate your consideration of this application according to its merit. Again, thank you for your time and I look forward to hearing from you.

With my warmest best wishes,



RALEIGH OFFICE:
310 NEW BERN AVENUE
SUITE 122
RALEIGH, NC 27601
(919) 856-4630
FAX: (919) 856-4053

SALISBURY OFFICE:
225 NORTH MAIN STREET
SUITE 304
SALISBURY, NC 28144
(704) 633-5011
FAX: (704) 633-2937

DAVID PRICE
4TH DISTRICT
NORTH CAROLINA

COMMITTEE ON APPROPRIATIONS
TREASURY, POSTAL SERVICE
AND GENERAL GOVERNMENT

VETERANS' AFFAIRS,
HOUSING AND URBAN DEVELOPMENT
AND INDEPENDENT AGENCIES



CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515
February 20, 2004

OFFICES:

2162 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-1784

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5400 TRINITY PLACE, SUITE 205
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CHAPEL HILL, NC 27514-1680
(919) 967-7924

N.C. MUTUAL PLAZA
411 WEST CHAPEL HILL STREET
DURHAM, NC 27701-3642
(919) 688-3004

The Honorable Rod Paige
Secretary, U. S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary Paige:

I am writing in support of the Wake County Public School System's (WCPSS) grant application for the Magnet Schools Assistance Program (MSAP). I represent Wake County in the Fourth Congressional District and am very proud of their Superintendent Bill McNeal, who was today named "National Superintendent of the Year" by the American Association of School Administrators.

Selection of the five schools in the grant application followed a thorough review of the district's successful magnet program, which has grown from two schools in 1977 to 50 in 2004. The new magnet initiatives are expected to offer rigorous curriculum, accelerated studies, community inclusion and relevant applications of knowledge to the challenges that lie ahead for our students in the 21st century.

The WCPSS is the 25th largest in the United States and has absorbed enormous growth as the area has been acknowledged as one of the top places to live, work and raise a family in the nation. The system currently welcomes more than 4,000 additional students each academic year. The MSAP award will make a significant contribution to the continued growth and development of magnet programs in the district and will help WCPSS increase its ability to offer broader choices to Wake County citizens by making unique programs accessible to all students, increasing parental participation by providing opportunities for choice, and raising standards for the entire district.

I appreciate Wake County's exceptional efforts on behalf of our public school students and hope that you will give their application all due consideration.

Sincerely,

A handwritten signature in black ink that reads "David Price". The signature is fluid and cursive, with the first name "David" being larger and more prominent than the last name "Price".

David Price
Member of Congress

DP:ra

BOB ETHERIDGE
20 DISTRICT, NORTH CAROLINA

COMMITTEE ON AGRICULTURE

SUBCOMMITTEES:
SPECIALTY CROPS AND FOREIGN
AGRICULTURE PROGRAMS
GENERAL FARM COMMODITIES AND
RISK MANAGEMENT
CONSERVATION, CREDIT,
RURAL DEVELOPMENT AND
RESEARCH

SELECT COMMITTEE ON
HOMELAND SECURITY

SUBCOMMITTEES:
EMERGENCY PREPAREDNESS AND RESPONSE
CYBERSECURITY, SCIENCE, AND
RESEARCH AND DEVELOPMENT

SENIOR WHIP



Congress of the United States
House of Representatives
Washington, DC 20515

March 4, 2004

1533 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4531

DISTRICT OFFICES:

SUITE 490
225 HILLSBOROUGH STREET
RALEIGH, NC 27603
(919) 829-9122
1 (888) 262-6202

P.O. Box 1258
609 NORTH 1ST STREET
LILLINGTON, NC 27546
(910) 814-0335
1 (866) 384-3743

www.house.gov/etheridge

The Honorable Roderick R. Paige
Secretary
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0001

Dear Secretary Paige:

I am writing to express my strong support for the Wake County Public School System's (WCPSS) application to the Magnet Schools Assistance Program (MSAP). As a former North Carolina Superintendent of Public Instruction, I know firsthand of this district's outstanding track record of serving the educational needs of Wake County's children.

As the 25th largest school system in the nation with ongoing significant population growth, the Wake County Public School System faces many challenges. In order to meet the overriding goal of preparing students to meet the demands of the 21st century information age and the changing social dynamics of a diverse society, WCPSS has stretched its resources as much as possible. Funding through the Magnet Schools Assistance Program will allow for the continued improvement and growth of the Magnet School Program through the development of a new project for 2004-2007, Horizons: Expanding Opportunities for Success in the 21st Century. Horizons will establish one new magnet school and significantly revise four existing magnet school programs.

Wake County Public School System's Horizons project represents a farsighted plan that epitomizes the district's commitment to providing sound and innovative educational opportunities for all students. I respectfully request your full and favorable consideration of this proposal. If I can offer any assistance, please do not hesitate to contact me.

Sincerely,

Bob Etheridge
Member of Congress

BRAD MILLER
13TH DISTRICT, NORTH CAROLINA

COMMITTEE ON FINANCIAL SERVICES
CAPITAL MARKETS
HOUSING AND COMMUNITY OPPORTUNITY

COMMITTEE ON SCIENCE
ENVIRONMENT, TECHNOLOGY, AND STANDARDS
ENERGY

COMMITTEE ON SMALL BUSINESS
RURAL ENTERPRISES, AGRICULTURE, AND
TECHNOLOGY

REGIONAL WHIP

Congress of the United States
House of Representatives
Washington, DC 20515-3313

March 4, 2004

1505 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3032

www.house.gov/bradmiller

DISTRICT OFFICES

100 EAST SIX FORKS ROAD, SUITE 309
RALEIGH, NC 27609
(919) 781-9101

400 WEST MARKET STREET, SUITE 104
GREENSBORO, NC 27401
(336) 574-2909

The Honorable Rod Paige
Secretary
U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary Paige:

As the Representative of North Carolina's Thirteenth Congressional District, I am pleased to offer my full support for the Wake County Public School System's (WCPSS) grant application for the Magnet Schools Assistance Program (MSAP).

The grant application would build upon WCPSS's successful magnet program by significantly revising four existing programs, establishing one new magnet program, and bringing a new vitality to the continued diversity of all schools. Revisions to the magnet themes at four schools will introduce innovations in magnet themes that are attractive to the changing and growing population of Wake County. A new middle school magnet program will capitalize on the International Baccalaureate Middle Years Programme theme.

Responding to the call for increased educational choices and in consideration of the goals of the MSAP program, WCPSS identified five schools to undergo a significant revision with the goal of increasing the success of the district's overall magnet program. The implementation of the grant will expand and enhance target magnet school programs by continuing a rigorous curriculum, bringing together diverse student populations, and providing equitable learning opportunities for all students.

WCPSS has a proven track record of using MSAP funding to create successful magnet schools, and the MSAP award will make a significant contribution to the continued growth and development of magnet programs in the district. I strongly encourage your approval of WCPSS's MSAP application.

Sincerely,



Brad Miller
Member of Congress

RBM:sm



City Of Raleigh
North Carolina

CHARLES MEEKER
MAYOR

March 3, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P. O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

On behalf of the Raleigh City Council, I would like to express our support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. The City of Raleigh will work closely with the school system in this most important effort.

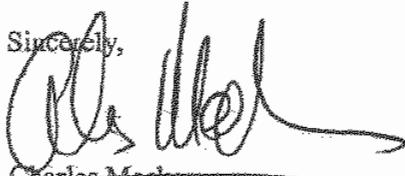
As I understand it, this grant will be used to supplement magnet school efforts in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh, with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh to draw a diverse population, will impart critical skills needed for success in the local and international community, and will contribute to improved academic achievement for all students.

Quality education for our youth should be everyone's priority, and the City of Raleigh is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the City of Raleigh working closely together in programs such as these, and I offer our support in future educational efforts.

Ms. Carolina Massengill
March 3, 2004
Page 2

Good luck with the grant application, and let me know if there is anything else the City of Raleigh can do to support these or future programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles Meeker', with a long horizontal flourish extending to the right.

~~Charles Meeker~~
Mayor



Board of Commissioners

P.O. Box 550 • Raleigh, NC 27602

TEL 919 856 5574
FAX 919 856 5699

KENN GARDNER
CHAIRMAN

February 26, 2004

Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:


On behalf of Wake County government, I would like to express support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. Wake County will work closely with the school system in this most important effort.

I understand this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. New magnet school programs are to be established at North Garner Middle School. The goal of these programs is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and Wake County is eager to encourage efforts that support this goal.

Good luck with the grant application and let me know if there is anything else Wake County can do to support these grant requests.

Very truly yours,


Kenneth M. Gardner, Chairman
Wake County Board of Commissioners



Town of Garner

Post Office Box 446 • Garner, North Carolina 27529
Phone 919-772-4688 • FAX 919-662-8874

Samuel L. Bridges
MAYOR

March 8, 2004

Caroline Massengill, Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

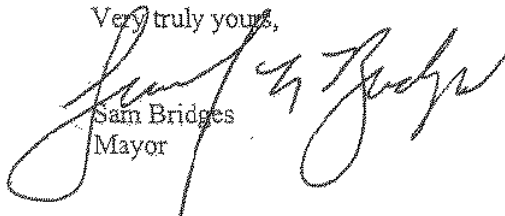
I would like to express our support for Wake County Public Schools' efforts to procure the \$10 million Magnet Schools Assistance Program Grant. The Town of Garner will work closely with the school system in this most important effort.

As I understand it, this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. The new magnet school program at North Garner Middle School will capitalize on the International Baccalaureate Middle Years Programme theme, which matches state and national standards for excellence. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Revisions to the magnet themes at Enloe and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools will enhance the potential of the two programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and the Town of Garner is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the Town of Garner working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else the Town of Garner can do to support these or future programs.

Very truly yours,



Sam Bridges
Mayor



800 South Salisbury Street
PO Box 2978
Raleigh, North Carolina 27602-2978
919.664.7000 > 919.664.7097 Fax
www.raleighchamber.org

March 3, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The Greater Raleigh Chamber of Commerce represents the business community in Wake County, and we understand the importance of our magnet schools and the impact they have on our citizens. The Chamber and business community support the efforts of the Wake County Public Schools to procure the \$10 million Magnet Schools Assistance Program Grant.

This grant will help enable the four existing magnet schools and North Garner Middle School, where new magnet programs will be established, offer broader choices to the citizens of Wake County. The goal of these projects is to introduce innovations in magnet themes that will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe and Southeast Raleigh High Schools, and at Joyner and Conn Elementary Schools. These revisions will enhance the potential of the programs to draw a diverse population, and will continue to improve academic achievement for all students at these schools.

The Greater Raleigh Chamber of Commerce encourages the efforts that support the goal of quality education for all our students.

Good luck with the grant application, and let me know if there is anything else the Greater Raleigh Chamber of Commerce can do to support these programs.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Schmitt".

Harvey A. Schmitt, CCE
President and CEO



Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Ms. Massengill:

The purpose of this letter is ensure you are aware that the Garner Chamber of Commerce strongly supports your proposal to the Department of Education through its Magnet Schools Assistance Program (MSAP) for funds to assist in the further development of your magnet school program. What an honor to have Wake County, one of the finest school systems, have their education leader, Bill McNeal, selected as the nation's premier Superintendent of the Year.

We in Garner are very much aware of your magnet school program and sincerely appreciate the manner in which you have implemented these programs. It is imperative we continue to make progress and accordingly I respectfully request the creation of new magnet school programs at Garner Middle School and also the revised magnet programs at W. G. Enloe Magnet School, Southeast Raleigh Magnet High School, Conn Active Learning and Technology Magnet and Joyner for Spanish Language/International Baccalaureate Primary Years Programme Magnet Elementary are excellent additions and revisions that will continue to create strength in your program.

The Garner Chamber of Commerce and its' citizens have had an ongoing strong relationship with the Wake County Public School System and accordingly offer all of our resources to support your efforts. Please accept this letter as the Garner communities' strong endorsement of your MSAP grant to the U.S. Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin Nelson', is written over a large, stylized circular flourish.

Kevin Nelson
President - Garner Chamber of Commerce



March 8, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Post Office Box 28041
Raleigh, NC 27611

Dear Caroline:

On behalf of Wake Education Partnership, I would like to express our support for the Wake County Public School Systems' application for the \$9 million Magnet Schools Assistance Program Grant.

Since its inception in 1982 the magnet school program has achieved remarkable results in Wake County. Past magnet grants have allowed the school system to implement programs that have served students, schools and the community well. Once again, your plans address needs that have evolved in our community.

This grant will support significant improvements at four existing magnet schools. If our two largest magnet high schools, Enloe and Southeast Raleigh, are to remain competitive, their programs must be revised. Additionally, Joyner and Conn Elementary Schools will benefit from revised themes. Given the market sensitivity of each of our magnet schools and the large number of choices available to our parents, keeping these four schools competitive is essential to the long-term health of our school system.

Additionally, the Magnet Schools Assistance Grant will support the establishment of an International Baccalaureate program at North Garner Middle School. That program will be instrumental in making significant changes for the Garner community. As you may be aware, Wake Education Partnership has worked to support schools in Garner over the past couple of years.

Best wishes with the grant application. As we have done in the past, Wake Education Partnership looks forward to working with you to improve educational opportunities for all in our community.

Sincerely,

A handwritten signature in cursive script that reads "Walter C. Sherlin".

Walter C. Sherlin
Interim Director, Wake Education Partnership



INTERNATIONAL BACCALAUREATE ORGANIZATION
ORGANISATION DU BACCALAURÉAT INTERNATIONAL
ORGANIZACIÓN DEL BACHILLERATO INTERNACIONAL

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

March 2, 2004

Dear Ms. Massengill:

I am writing in support for Wake County Public Schools' efforts to procure the \$10 million Magnet Schools Assistance Program Grant.

As I understand it, this grant will be used to supplement magnet school efforts in place at five existing Raleigh schools. New magnet school programs are to be established at North Garner Middle School and Joyner Elementary School. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Conn Elementary School and Enloe and Southeast Raleigh High Schools. Revisions to the magnet themes at these schools will enhance the potential of the two programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for all should be *everyone's* priority, and International Baccalaureate North America is eager to encourage efforts that support this goal.

Please do not hesitate to contact me if I can be of assistance.

With kindest regards,


Bradley Richardson
Regional director
International Baccalaureate North America

NORTH AMERICA & CARIBBEAN
475 Riverside Drive, 16th Floor, New York, NY
US-10115
TEL: +1 212 696 4464 FAX: +1 212 889 9242
E-MAIL: ibna@ibo.org WEB SITE: www.ibo.org

THE NEWS & OBSERVER
newsobserver.com

Life enriched.

Orage Quarles III
President/Publisher
919-829-4659

February 24, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Ms. Massengill:

I am writing in support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant.

As I understand it, this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. New magnet school programs are to be established at North Garner Middle School. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and The News & Observer is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and The News & Observer working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else The News & Observer can do to support these or future programs.

Sincerely,



Orage Quarles III

215 South McDowell Street, Post Office Box 191, Raleigh, North Carolina 27602

March 8, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The purpose of this letter is to express my whole-hearted support of the Wake County Public School's efforts to procure the \$10 million Magnet Schools Assistance Program Grant. Capitol Broadcasting Company is proud to work with the school system on this very important effort that will help continue to make our magnet schools excellent. Our company has a keen interest in helping provide greater opportunities for our young people.

Capitol Broadcasting has two employees that have children at Conn Elementary School. They are providing resources for this school and we are very proud of their efforts. We have had a continual relationship with Enloe Magnet High School for many years. Enloe has been a great resource for providing students to our Learning for Life Explorer program, which is a part of the Boy Scouts of America. These young people have gone on to become productive employees for Capitol Broadcasting Company and are long-term employees. I have personally witnessed what magnet programs have done to help train our youth for technical jobs within Capitol Broadcasting Company.

The Magnet Program Schools Assistance Program Grant has great implications for our magnet schools, and we fully support your efforts for all of our Wake County Schools and welcome any opportunity to help in any way possible.

If Capitol Broadcasting Company can be of any further assistance, please don't hesitate to call us. We wish you the very best with the grant application.

Best regards,



James F. Goodman
President & CEO

SHAW UNIVERSITY

Academic Affairs
Department of Education

March 2, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

Shaw University's Department of Education is pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program (MSAP) in the Department of Education.

In keeping with our mission, we support the efforts of the Wake County Public School System to create learning environments that challenge, enrich, and nurture the individual student. The Department of Education at Shaw University is committed to continuing the working relationship that currently exists with Wake County Schools in preparing teacher candidates to teach in the Wake County School System. Our partnership with the Wake County Schools includes placement of our field lab students in the schools to receive their early field experiences in teacher education.

Please accept this letter as an endorsement and pledge of cooperation for your MSAP grant proposal to the U.S. Department of Education. The Shaw University Department of Education strongly supports your proposal to the Magnet Schools Assistance Program in the Department of Education.

Sincerely yours,



Josh D. Barrax, PhD
Dean, College of Graduate and Professional Studies
Chair, Department of Education



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March 3, 2004

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United Arts Council of
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Weyetteville Street Mall
Suite 440
NC 27601-1743
tel 919.839.1498
Fax 919.839.6002

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, North Carolina 27609

Dear Ms. Massengill:

This letter is being written to demonstrate support from United Arts Council of Raleigh and Wake County for your proposal to the Department of Education through its Magnet Schools Assistance Program (MSAP) for funds to assist in the further development of your magnet school program. We are pleased to support this application for one of the finest school systems in the country, led by 2004 National Superintendent of the Year Bill McNeal.

We are well acquainted with your magnet school program and are impressed by the quality of the programs and schools involved. I think that the new magnet school programs to be established at North Garner Middle School and significantly revised magnet programs at W. G. Enloe Magnet High School, Southeast Raleigh Magnet High School, Conn Active Learning and Technology Magnet and Joyner Center for Spanish Language/International Baccalaureate Primary Years Programme Magnet Elementary School are excellent additions and revisions that will further strengthen your program.

United Arts has a longstanding relationship with the Wake County Public School System through the following:

- Artists in the Schools Program – United Arts works in-cooperation with the staff and PTAs of schools to design a comprehensive cultural arts program for students that features professional visual, performing and literary artists in curriculum related performances, workshops, and residencies.
- Creative Explorations – This program provides staff development opportunities that emphasize integrating arts into the basic curriculum and exposing educators to community arts resources.
- Arts in Education Initiatives Grants – This grant program provides funding for innovative arts education projects.
- Advocates for arts education.

In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create learning environments which challenge, enrich, and nurture the individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

Sincerely,

Virginia B. Zehr
Vice President for Education and Community Programs

Wake AHEC

An affiliate of WakeMed and the University of North Carolina
Area Health Education Centers Program

Student and Career Services

3024 New Bern Avenue, Suite G03

Raleigh, North Carolina 27610

Telephone: 919-350-8547

Fax: 919-350-7963

E-mail: eowens@wakemed.org

Web: www.wakeahec.org

February 26, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

Wake AHEC is pleased to provide our support to the *Horizons: Expanding Opportunities for Success in the 21st Century* proposal for a Magnet Schools Assistance Program grant for the Wake County Public School System.

The Health Careers and Workforce Diversity program at Wake AHEC is committed to helping increase the numbers of minority/disadvantaged individuals in the health professions by establishing and expanding effective academic/community partnerships and offering diverse groups of students enrichment opportunities to help them successfully enter and ultimately complete a health professions training program. The goals of the Magnet Schools Assistance Program are consistent with our goals to provide academic enrichment for all students and to promote respect among diverse student populations.

Wake AHEC has a strong relationship with Enloe Magnet High School and Southeast Raleigh High School, and AHEC staff have coordinated clinical learning experiences for these students in collaboration with WakeMed. We look forward to continuing our work with these schools as these magnet programs are expanded. Wake AHEC also offers our support of new activities at North Garner Middle School and Joyner Elementary School as program revisions open new opportunities.

Sincerely,



Elaine B. Owens, MPA
Director, Student and Career Services



3000 New Bern Avenue
Post Office Box 14465
Raleigh, North Carolina 27620-4465
919-350-8000

February 19, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill,

On behalf of WakeMed I am pleased to write in support of the Wake County Public Schools System in its grant proposal to the Magnet Schools Assistance Program in the Department of Education.

WakeMed has been a long-time partner of the Wake County Public Schools System in the area of career development, injury prevention and health education. Specifically, WakeMed has worked closely with the Enloe High School Medical Sciences Academy and the Southeast Raleigh High School Medical and Biotechnology Learning Center to provide clinical rotations for students interested in pursuing careers in the health and medical fields. These and other magnet programs offered through the Wake County Public Schools provide vital education experiences for youth and help ensure a well-prepared health care work force for our community.

As the largest and only community owned health care provider in Wake County, WakeMed is committed to our partnership with the Wake County Public Schools System and to our work with magnet programs within the System. Please accept this letter as an endorsement and indication of WakeMed's support for the grant proposal to the Magnet Schools Assistance Program from Wake County Public Schools System. We are more than willing to provide additional assistance and support as necessary in the planning and implementation of this grant proposal.

Please feel free to contact me for additional information or with questions.

Sincerely,

A handwritten signature in black ink, appearing to read "David Gardner", written over a horizontal line.

David Gardner, D.A.
Director
Corporate and Community Health
WakeMed
3000 New Bern Avenue
Raleigh, NC 27610
(919) 350-8608



CAPITOL OPERA RALEIGH

P O BOX 27422
RALEIGH, NORTH CAROLINA 27611

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill

Capitol Opera Raleigh is very pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the United States Department of Education.

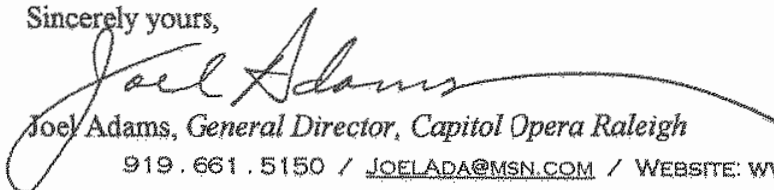
As a new concept in community opera in Raleigh, *Capitol Opera Raleigh* shares common purposes that are expressed in your grant proposal. We are ready to provide enthusiastic support for the new and significantly revised projects planned for Enloe Magnet High School, Southeast Raleigh High, Joyner Elementary, Conn Elementary and the newly designated magnet school, North Garner Middle. All of these programs are designed as vital and diverse offerings to these particular schools equally diverse populations.

Specifically, *Capitol Opera Raleigh* is prepared to support these schools by presenting opportunities for students to be involved as singers, dancers and as technical support in live operatic productions and/ or as consumers of the arts by bringing productions to the students as a component of their school's cultural arts programs

In keeping with our mission of creating venues and opportunities for emerging artists, providing quality opera performances for schools and the public, *Capitol Opera* is honored to support the Wake County Public School System in creating learning environments that challenge, enrich and nurture the individual.

Capitol Opera Raleigh looks forward to working with you on the implementation of this grant if it is awarded. Please know of our continuing interest in being involved in the planning stages for these new magnet programs.

Sincerely yours,


Joel Adams, General Director, *Capitol Opera Raleigh*

919.661.5150 / JOELADA@MSN.COM / WEBSITE: WWW.CAPOPERA.COM



WILLIAM G. ENLOE HIGH SCHOOL

128 Clarendon Crescent
Raleigh, NC 27610

Main Office West: 919-856-7918
Fax: 919-856-7917

Lloyd Gardner, Principal

February 25, 2004

Mrs. Caroline Massengill, Senior Director
Magnet Programs
Wake County Public Schools
3600 Wake Forest Road
Raleigh, NC 27611

Dear Mrs. Massengill:

As Principal of Enloe High School, it is a privilege for me to offer support for Wake County Public Schools' proposal for the 2004-07 Magnet Schools Assistance Program Grant.

Our school community is excited about the goals and vision we have for Enloe High School. We are committed to graduating students who embrace lifelong learning, productive careers, and responsible citizenship. Recognizing that students need a different set of skills to manage life successfully in a global society and workforce of the 21st century, Enloe wants to reform classroom teaching practices, construct new learning environments, and implement innovative delivery systems to equip students to meet future challenges. The magnet grant supports Enloe's commitment to take bold leadership in instructional programming, teaching methodologies, and learning environments that will link learning and teaching with 21st century living and work. In the end, Enloe will produce confident learners and global citizens for the 21st century.

The magnet program has been and continues to be critical to the health of our school district. The presence of the magnet program promotes the creation of innovative and diverse program opportunities and enhances academic achievement for all students.

We feel fortunate to be part of this process, and we look forward to implementing the program design as outlined in the grant proposal.

Sincerely,

Lloyd Gardner
Principal

March 9, 2004

Caroline Massengill
Senior director, Magnet Programs
Wake County Public School System
Administration Building
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

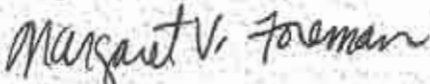
On behalf of the Parent, Teacher, Student Association (PTSA), of William G. Enloe GT Magnet High School, I would like to offer my full support for procuring the Magnet Schools Assistance Program Grant by the Wake County Public School System. The Enloe PTSA will work closely with the school, principal, staff and students very enthusiastically to provide support, leadership, and resources to ensure that the program goals of the grant are a success.

Several months ago, Mr. Gardner, principal at Enloe, presented a detailed and thorough overview on the magnet grant application and how the revision of the magnet program at Enloe would benefit our students, teachers, staff and school. It was an impressive presentation to say the least. The Board was also impressed with the efforts to include additional programs to improve the academic achievement of all students, especially as we strive to reach both new state and national standards of excellence. Parents present were given the opportunity to give feedback as well as offer new ideas, suggestions and concerns. The vision shared with the Board will not only add to the excitement, creativity and thirst for learning and knowledge that makes Enloe the exemplary school it is, but will also enhance, involve and provide greater support to the community in which Enloe resides.

High standards, along with high academic achievement should be the goal for every student in our school system, and we feel certainly that this new magnet grant will steer all parties involved at Enloe in that direction. It has been very exciting to learn about this endeavor and we look forward to its implementation at Ealoe High school.

Please feel free to contact me at 832-3000, ext. 257 (work), or [b)(6)] if I can offer further support for this worthwhile program, or if the Enloe PTSA can assist you in any way with this endeavor.

Very Sincerely Yours,



Margaret V. Foreman, President (2003-04)

William G. Enloe GT Magnet High School



International Baccalaureate Schools of North Carolina

March 1, 2004

To Whom It May Concern,

The International Baccalaureate Schools of North Carolina organization supports the Magnet Schools Assistance Program grant proposal submitted by the Wake County Public School System for the years 2004 – 2007. The grant funds will support the implementation of the IB Primary Years Program and the IB Middle Years Program each at an additional school site to expand access to students in Wake County. In addition, the funds will nurture the continued development of the outstanding International Baccalaureate Diploma program at W. G. Enloe High School.

Wake County educators are very active in our organization and in its governance. They provide both leadership and enthusiastic support in advocating for students and schools that participate in all three of the IBO's programs. The district's current level of involvement demonstrates a strong commitment to implement high-quality curricula and to help students to become active citizens of a global community. As the population of the district continues to grow, additional school sites are needed to meet the demand among many constituencies in the community for these opportunities. The MSAP grant funds can play a pivotal role in meeting this need. As the expansion of access to the IB curricula is one of the goals of our organization, I strongly urge you to fund this grant proposal.

Sincerely,

Deborah McRae
President, IBSNC



NC Center for
International Understanding
• The University of North Carolina
Millie Ravenel, Director

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The Center for International Understanding is extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

As the state's resource for international programs for educators and policy makers, the Center shares common purposes that are expressed in your grant proposal. We are ready to provide enthusiastic support for the significantly revised magnet programs planned for Wake County Schools, specifically Enloe High School. We believe these programs will contribute to the vitality of our community.

The Center is prepared to support Enloe High School by:

- Building an on-going relationship with Enloe to expand its international focus,
- Connecting Enloe's staff to a global network that will foster and expand both student and teacher international understanding,
- Developing university partnerships with Enloe that provide new perspectives on global relationships and issues, and
- Helping to identify, cultivate and implement partnerships with schools around the world.

In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create learning environments that challenge, enrich, and nurture the individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

We look forward to working with you on the implementation of this grant if it is awarded. Please know of our keen interest in being involved in the planning stages for these new and revised magnet programs.

Sincerely,

Millie Ravenel
Director,
The Center for International Understanding

MEREDITH

COLLEGE

February 25, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
PO Box 28041
Raleigh, NC 26711

Dear Ms. Massengill:

Meredith College is excited and pleased that the Wake County Public School System is applying for federal Magnet Schools Assistance Program (MSAP) funds. The additional support will expand and enhance efforts by a school system that has already made significant impacts on students and our entire community. Our population in Wake County is growing at a tremendous rate and the magnet program is proving to be vital to the success of students in our school district.

The partnership between Meredith College and Enloe is very enjoyable and productive. We look forward to continuing to strengthen this relationship for our students, faculty and staff. The grant will provide the opportunity to create new and exciting connections with the Wake County Public School System, and we look forward to investing in our future by supporting young people as they embark on their educational journeys.



Sincerely,
William C. Brown
Technical Coordinator/Production Supervisor

NC STATE UNIVERSITY

Department of Mathematics
Campus Box 6205
Raleigh, NC 27695-8205

919.515.2382 (voice)
919.515.3798 (fax)

February 25, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

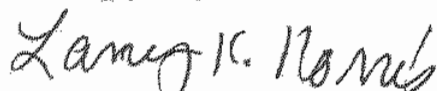
Dear Ms. Massengill,

I would like to express my support for Wake County Public Schools' efforts to obtain a Magnet Schools Assistance Program Grant for the years 2004-2007. In particular I support Wake County's efforts to continue the development of an already outstanding magnet schools program.

As I understand the proposal, the grant will support several of Wake County School Systems new or significantly revised magnet schools. This effort at this time in Wake County's history is particularly important as the system continues to grow at a rapid pace due to the recent large increases in the population of Wake County. I believe it is important to expand the magnet schools program in Wake County. Continued development of the program will enhance the potential of magnet schools to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

As an NCSU faculty member who regularly teaches NCSU extension courses on the Enloe High School campus I am committed to the continuing development of Wake County's magnet schools program. The proposed GT/IB Center for the Humanities, Sciences and the Arts for Enloe High School would be a wonderful addition to the magnet program at Enloe. I wish you success in your application for a Magnet Schools Assistance Program Grant.

Sincerely yours,



Dr. Larry K. Norris
Associate Professor of Mathematics
North Carolina State University

March 4, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I am extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education. And, I am happy to add my support.

The W.K. Kellogg Foundation has been committed to international understanding through educational programs since its beginning in 1930. We began programming in Latin America in 1940 with study grants for Latinos to study in the United States. I have personally been involved in foundation grant making in the hemisphere for twenty years, serving as vice president for programs for Latin America for more than ten years.

We wholeheartedly support your overriding goal of preparing young people to meet the demands of the information age, the increasingly rich and diverse community in Wake County and North Carolina, and the global society. The new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme is most impressive and will make important contributions to achieving that goal.

**W.K. KELLOGG
FOUNDATION**

One Michigan
Avenue East
Battle Creek, MI
49017-4058
USA
269-968-1611
TDD on site
Facsimile: 269-958-0413
www.wkcf.org

Your work will be complementary to a project that the Kellogg Foundation has funded in North Carolina. El Pueblo, a dynamic, statewide Latino nonprofit, is carrying out Dia de los Ninos/Dia de los Libros through school and public libraries to promote family literacy and multicultural understanding. I look forward to working together to connect your new magnet programs to this and other Kellogg supported programs in the region.

Please accept this letter as strong endorsement for your MSAP grant to the U.S. Department of education.

Sincerely,



Dr. Dan E. Moore
Program Director and Senior Advisor to the
Office of the President

*To help people
help themselves
through the practical
application of knowledge
resources to improve
their quality of life and
that of future generations*

NC STATE UNIVERSITY

208 Poe Hall
Box 7801
Raleigh, NC 27695-7801

919.515.2231
919.515.5901 (fax)

March 5, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

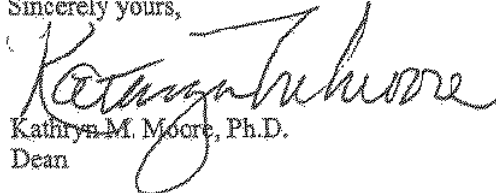
The College of Education is pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the U.S. Department of Education.

In our work in preparing new teachers and assisting veteran teachers we value being able to work with the Wake County Public School System. Their Magnet program is nationally recognized for its quality and creativity. In addition, we appreciate the opportunity to work with schools that support and celebrate linguistic and cultural diversity. Not only is Wake county increasingly diverse, so is all of North Carolina. Being able to point to schools that are innovating in this arena is extremely helpful to our own programs. I am sure that the faculty in Foreign Languages in the College of Humanities and Social Studies will be pleased to work with this school directly. In short, the proposed new program at this school will be a very valuable asset to our work here in the University and to the community generally.

In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, enriches, and nurtures individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

We look forward to working with you and wish you every success in winning the grant.

Sincerely yours,



Kathryn M. Moore, Ph.D.
Dean

04-115

Mary L. Robinson

(b)(6)

February 25, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P O Box 28401
Raleigh, North Carolina 27611

Dear Ms. Massengill:

I am writing this letter of support for the William G. Enloe Magnet High School, Magnet Schools Assistance Program: 2004-2007 "Horizons: Expanding Opportunities for Success in the 21st Century" grant proposal. Enloe Magnet High School and Wake AHEC Health Careers and Workforce Diversity Program collaborated in the design of the BioMedical Science Academy Program. I was the director of the Wake AHEC Health Careers and Workforce Diversity Program for eight years. While in the position as director of the HCWD Program, I worked continuously with the staff at William G. Enloe Magnet High School in planning and providing summer internships (paid and unpaid), job shadowing experiences (at WakeMed, Wake AHEC and throughout the communities in Wake County), summer camp experiences at the University of North Carolina at Chapel Hill, academic enrichment programs at various colleges and universities in North Carolina, college tours, college recruitment fairs and educational workshops, community health fairs, and community services project assistance. Enloe students also participated in the Health Career Scholars Academy programs and workshops sponsored by the HCWD Program at Wake AHEC. These experiences are on going at Wake AHEC and WakeMed in Raleigh, NC.

The goal of the Enloe Program is to provide diverse academic programs and career awareness opportunities to students who are interested in careers in healthcare. Since there is such a shortage of healthcare providers from diverse cultures and socioeconomic backgrounds, the Enloe Program set the standard for other schools in Wake County. The diverse academic programs at Enloe graduate students from the BioMedical Science Academy and the International Baccalaureate Program who have continued into a four-year college/university programs and graduate programs. The commitment of the Enloe Staff to the success of each student is exemplary.

It is my pleasure to write this letter of support for William G. Enloe Magnet High School grant proposal. If I can be of further assistance, please feel free to contact me.

Sincerely,



Mary Robinson, Community Employment Specialists
The Governor Morehead School for the Blind, Raleigh, North Carolina
Former Director of Health Careers and Workforce Diversity
Wake AHEC at WakeMed, Raleigh, North Carolina



John Modest
Principal

Southeast Raleigh High School

2600 Rock Quarry Road
Raleigh, North Carolina 27610
Phone: 919-856-2800 • Fax: 919-856-2827
E-mail: jmodest@wcpss.net

March 3, 2004

Caroline Massengill
Senior Director of Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC. 27609

Dear Ms. Massengill,

As principal of the Southeast Raleigh Magnet High School for Leadership and Technology, I am delighted to confirm my support of our magnet grant application. We have worked diligently to involve all our stakeholders in the exciting process of redefining ourselves for the future. Teachers, students, and parents all participated in a series of consensus-building activities that led us to not only a revised magnet theme, but a new mission to educate leaders for the local and international community.

Our teachers are among the best in the country and readily accept the challenge of using technology to engage students and promote learning. Our staff and students welcome the opportunity to grow in leadership skills and to explore the options of anytime and everywhere learning. Our parents are deeply involved with and committed to their children's education – an unusual achievement among American high schools. These parents provide the real-world perspective that informed our application, and will support the many opportunities this grant will afford their students.

Along with the rest of the Southeast Raleigh administration, staff, and students, I wish to heartily support our magnet programs grant application. With the resources it provides, we will conduct a world-class, highly accountable, and successful program that will benefit thousands of students over the coming years.

Sincerely,

A handwritten signature in black ink, appearing to read "John Modest".

John Modest



North Carolina General Assembly
House of Representatives
State Legislative Building
16 W. Jones Street Room 1325
Raleigh, North Carolina 27601-1096

REPRESENTATIVE BERNARD ALLEN
33RD DISTRICT
TELEPHONE: (919) 733-5772
(919) 754-3292 FAX
HOME ADDRESS: 6204 CHARLES ST.
RALEIGH, NC 27610
E-MAIL ADDRESS: bemaarda@ncleg.net

March 4, 2004

COMMITTEES:
APPROPRIATIONS
APPROPRIATIONS ON GENERAL GOVERNMENT
EDUCATION
EDUCATION SUBCOMMITTEE ON COMMUNITY COLLEGES
HEALTH
PENSIONS & RETIREMENT
STATE GOVERNMENT, VICE CHAIRMAN

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

This letter is pursuant to the Southeast Raleigh High School and other Wake County Public Schools' efforts to secure a 9 million Magnet Schools Assistant Program Grant.

It is my understanding, this grant will be used to supplement several magnet high schools in the Wake County Public School System in the area of Leadership and Technology.

Having spent most of my adult life in public education in North Carolina, I am aware of the need to prepare our young public school students with current leadership and technology skills to compete in our global society. This new focus will enhance the potential of Southeast Raleigh High School to induce a more diverse student population.

Finally, as a member of the North Carolina General Assembly and a strong advocate for public education, I am pleased to lend my support to this education initiative and encourage the application committee to award Southeast Raleigh High School one of its grants.

My very best wishes go with you and your committee for a successful year.

Sincerely,



Representative Bernard Allen

BA/ma



North Carolina General Assembly
Senate Chamber
State Legislative Building
Raleigh 27601-2808

SENATOR VERNON MALONE
14TH DISTRICT

OFFICE ADDRESS: 10 WEST JONES STREET, ROOM 2113
RALEIGH, NC 27601-2808
TELEPHONE: (919) 733-5880
(919) 733-3113 FAX
HOME ADDRESS: 2124 LYNDBURST DR.
RALEIGH, NC 27601

March 3, 2004

COMMITTEES:

APPROPRIATIONS/BASE BUDGET
APPROPRIATIONS ON EDUCATION/
HIGHER EDUCATION, VICE CHAIR
COMMERCE
EDUCATION/HIGHER EDUCATION
HEALTH AND HUMAN RESOURCES
JUDICIARY I
PENSIONS & RETIREMENT AND AGING
STATE GOVERNMENT, LOCAL GOVERNMENT
& VETERANS' AFFAIRS
WAYS AND MEANS

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

I am pleased to offer my unequivocal support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant.

As I understand it, this grant will be used to supplement magnet school efforts already in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population. Project goals will also enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh focusing on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh High School and provide expanded learning opportunities for all students.

Quality education for all youth must be everyone's priority, and the N. C. General Assembly has demonstrated its commitment by appropriating 66% of its annual budget to education. This grant will further enhance that effort.

I sincerely hope the grant is approved. Of course, you will let me know if there is anything else I can do to support these or future program initiatives.

Sincerely,


Vernon Malone



City Of Raleigh
North Carolina

JAMES WEST
COUNCILLOR, DISTRICT C

March 3, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
PO Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I would like to express our support for the Southeast Raleigh High School initiatives included in the \$9 million Magnet School Assistance Program Grant. As the City Councillor for District C, where the school is located, we support the school's initiatives.

As I understand it, this grant will be used to supplement the magnet school efforts in place at Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovative programs that are especially attractive to an increasingly diverse population and will enhance academic achievement for all students. The revised magnet programs to be implemented at Southeast Raleigh High School will have an important focus on leadership training, quality tools, lifelong learning, multi-option career planning and industry-standard technology skills. The enhanced focus will continue to draw a diverse population to the school, but I see it as a great enhancement for the base population of District C.

As the Mayor Pro Tem and Councillor for District C, I am glad to see more-emphasize on quality tools, leadership training and lifelong learning. I applaud and support the school's efforts to secure these funds and for the continued support and preparation the school staff provides the children of our community.

Very truly yours,

James P. West
Mayor Pro Tem, Councillor District C

TELEPHONE: (919) 890-3050
OFFICES • 222 WEST HARGETT STREET • POST OFFICE BOX 590 • RALEIGH, NORTH CAROLINA 27602



SOUTHEAST RALEIGH HIGH PTSA

2600 ROCK QUARRY ROAD
RALEIGH, NC 27610

March 2, 2004



Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Post Office Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I would like to express our support for the Southeast Raleigh High School initiatives included in the \$9 million Magnet School Assistance Program Grant. The Southeast Raleigh High PTSA is looking forward to working closely with the school in this most important effort.

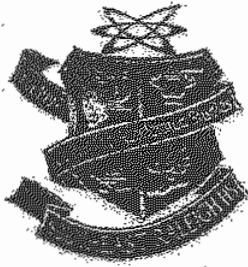
As I understand it, this grant will be used to supplement magnet school efforts in place at Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh to draw a diverse population, will impart critical skills needed for success in the local and international community, and will contribute to improved academic achievement for all students.

Parents have always been included in the programs at Southeast Raleigh High School. Leadership development for our students is a critical component to their life long academic success. We, the parents and proud members of the SRHS PTSA, are appreciative of all the efforts by our school staff to offer the best in educational opportunities for all of our students.

Good luck with the grant application, and let me know if there is anything else we can do to support these of future programs.

Very truly yours,

Debra J. Horton
Debra J. Horton
PTSA President



Southeast Raleigh High School

2600 Rock Quarry Road
Raleigh, North Carolina 27610
Phone: 919-856-2800 • Fax: 919-856-2827

March 2, 2004

To Whom it May Concern,

As students who have already begun to benefit from the efforts of the staff of the Southeast Raleigh Magnet High School for Leadership and Technology, we would like to show our support of the school's magnet grant application. We represent the Bulldog Student Leadership Team of Southeast Raleigh. This team is made up of a representative from every Academic Coaching group at our school, as well as the elected student government leaders.

Southeast Raleigh works to develop student leadership skills by involving students in important decisions, such as the direction our school should take in the coming years. As part of this grant application, we had the opportunity to offer our input on the major components of the leadership and technology proposals. These proposals were presented to us, discussed, and a consensus reached in support of the components that now make up the five strands of our grant. The proposals were then disseminated to the entire student body through our Academic Coach classes.

We enthusiastically support the magnet grant application submitted on our behalf by Southeast Raleigh High School. We commit to giving our best efforts to see that the opportunities provided to us through this grant help us achieve our goals as leaders in the local and international community.

For the Bulldog Student Leadership Team

Student Body President

February 23, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

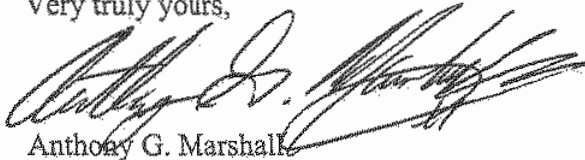
On behalf of the Business Education Leader Council (BELC), I would like to express our support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. BELC will work closely with the school system in this most important effort.

As I understand it, this grant will be used to supplement magnet school efforts in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh, with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh to draw a diverse population, will impart critical skills needed for success in the local and international community, and will contribute to improved academic achievement for all students.

Quality education for our youth should be *everyone's* priority, and the BELC is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the business community working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else we can do to support these or future programs.

Very truly yours,



Anthony G. Marshall
Chairman
Southeast Raleigh High School
Business Education Leadership Council

March 3, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

On behalf of Get Vertical and Alpine Towers, I would like to express our support for Wake County Public Schools' efforts to procure the Magnet Schools Assistance Program Grant. As an adventure and experiential-based leadership program, Get Vertical and Alpine will work closely with the school system in this most important endeavor.

It is my understanding that this grant will be used to supply magnet school efforts currently in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. Because our focus at Get Vertical and Alpine is Team Building and Leadership based and the goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population, we are particularly excited about the possibilities and most especially in the federal, "No Child Left Behind" initiative.

A significantly revised magnet program is to be implemented at Southeast Raleigh, with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This shift in focus will enhance the potential of Southeast Raleigh to draw a diverse population and will impart critical communication and coaching skills needed for success in the corporate, managerial settings in both the local and international communities in tandem with improved academic achievement for all students.

We fervently believe that quality education for our youth should be *everyone's* priority. Get Vertical and Alpine Tower are eager to encourage efforts that support this goal and look forward to working closely together, with you in building programs such as these. We will continue to offer our support in future educational efforts such as these.

Good luck with the grant application, and let us know if there is anything further we can do to support these or future programs.

Very truly yours,



Bridget Bryant,
President, Get Vertical Inc.

**NORTH GARNER MIDDLE SCHOOL
720 POWELL DRIVE
GARNER, NC 27529**

March 9, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

The North Garner educational community is very excited to be included in the Magnet School Assisted Program grant. In looking at program changes and additions to our present curriculum this program will be most beneficial to the success of all students at North Garner Middle School. As Wake County focuses on making all its schools healthy, this new implementation could help build the foundation to provide us with the necessary tools to compete in our ever changing and sophisticated world.

Our new building program, staff and administrative changes, along with the addition of our Magnet Program, will prove to be a very exciting time. This excitement is rapidly filtering through our community, with everyone wanting to know more about the magnet program and what it can do to better prepare our students.

Serving as a member of this community for over 20 years I see this program to be the factor in turning our school in a direction of student success and community pride.

Sincerely,
Randy F. Stephens
Principal

NORTH GARNER MIDDLE SCHOOL
720 POWELL DRIVE
GARNER, NC 27529

March 9, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

I have served as PTA President at North Garner Middle School for the past 2 years. The implementation of the Magnet Program for our students has caused a tremendous amount of excitement for our school community.

With the beliefs and strategies developed by our Administration and staff I can see a more sincere effort to insure a quality education for our students. As the 6th grade begins implementation, I can see right away that if we are accepted what a change can be made for our students.

I strongly support this grant and am looking forward to seeing new programs and student academic achievement soar.

Sincerely,
David Holmes
PTA President



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

CONN GLOBAL COMMUNICATIONS MAGNET
Diann Kearney, Principal
Valgean Mitchell, Assistant Principal

1221 BROOKSIDE DRIVE
RALEIGH, NORTH CAROLINA 27604
PHONE: 919.856.7637
FAX: 919.856.7643

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

It is with great enthusiasm that I write this letter of support for Wake County Public School System's participation in the U.S. Department of Education's Magnet Schools Assistance Program. The grant proposal to significantly revise existing programs at Conn Elementary, Enloe High School, Joyner Elementary, and Southeast Raleigh High and start a new program at North Garner Middle School will strengthen all of Wake County. We believe the funding provided by this grant will revitalize the existing magnet schools program and will ensure the success of these programs.

Through the Magnet Schools Assistance Program, Conn will become an "Active Learning and Technology" magnet that will prepare our students to utilize the technology and educational resources so necessary in this changing environment. We will offer Spanish for all students with the goal being beginning fluency in the 5th grade. Additionally, we will strive to strengthen our students' oral, written, and spoken communication skills. A key part of our day will be spent experiencing curricular projects with teachers as facilitators in the active learning process. The Conn community is excited about this opportunity and the positive changes that would result for all Conn students.

While a change in magnet themes presents challenges for all involved, our staff is poised and ready to learn more about the instructional practices associated with the active learning approach and how we can best utilize technology as an instructional tool. We look forward to these challenges and will work tirelessly to implement all of our goals.

Sincerely,

Diann Kearney
Principal

CONN GLOBAL COMMUNICATIONS MAGNET PTA
1221 Brookside Drive * Raleigh, N.C. 27604



February 26, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, N.C. 27611

Dear Ms. Massengill:

On behalf of the Conn PTA, I would like to extend my strong support of the grant proposal "Horizons: Expanding Opportunities for Success in the 21st Century" that the Wake County Public School System is submitting to the Department of Education for the Magnet Schools Assistance Program.

Our parent community is excited about the proposed new theme at Conn: Active Learning and Technology and the new learning possibilities that will be made available to our children. We fully support the Magnet Office as it seeks to attract a diverse enrollment and contribute to academic excellence for all students.

We have already begun to explore new PTA programs that will enrich our students' academic experience at Conn to complement the Active Learning and Technology theme. The PTA looks forward to building upon our partnership with teachers and staff as they implement the new theme this fall.

Sincerely,

Lisa Grele Barrie
PTA President



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

J.Y. JOYNER ELEMENTARY SCHOOL
Language Explorations Magnet School

2300 NOBLE ROAD
RALEIGH, NORTH CAROLINA 27608

PHONE: 919.856.7650
FAX: 919.856.7661

SCHOOL WEBSITE: [HTTP://JOYNERES.WCPSS.NET](http://joyneres.wcpss.net)

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

As principal of J. Y. Joyner Elementary School, it is an honor and a privilege for me to offer my support for the Wake County Public School System's proposal for the 2004 - 2007 Magnet Assistance Program Grant.

I believe that the grant proposal to significantly revise the existing Magnet programs at Joyner Elementary, Conn Elementary, Enloe High School, and Southeast Raleigh High School and create a new Magnet program at North Garner Middle School will strengthen the entire School System and build a stronger Magnet program. The Wake County School Magnet program continues to lead our County toward more diverse and innovative educational opportunities for our students, and is essential for the continued success of the entire school district.

Through the Magnet Assistance Program Grant, our new "Center for Spanish Language/International Baccalaureate Primary Years Programme (candidate school)" will build on the strengths of our school community and prepare our students for the global society. The magnet grant will support our students' development of a second language, inquiry based teaching and learning opportunities, collaboration that fosters transdisciplinary integration, utilization of technology, and will provide students the opportunity for community action based on their learning. Our school community is excited about our new and improved program and looking forward to the positive impact on our students.

Our school family is committed to continuing to inspire our students to dream and achieve. We look forward to implementing our new program and providing the best educational opportunities for our students. We feel fortunate to be a part of this grant proposal and are resolved to diligently work to ensure the success and attainment of our program goals.

Sincerely yours,

Stephen Mares
Principal

We are a family inspiring one another to dream and achieve.

Somos una familia que nos inspiramos el uno al otro para soñar y alcanzar nuestros logros

WEBSITE: WWW.WCPSS.NET

2300 Noble Road
Raleigh, NC 27608
(919) 855-7650

J. Y. Joyner Magnet Elementary School PTA

March 10, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

It is our pleasure to write a letter of support for the Wake County Public School System's submission of a grant proposal to the Magnet Schools Assistance Program in the U. S. Department of Education. We are especially pleased and excited about the new Magnet program proposed at J. Y. Joyner Magnet Elementary School and look forward to working closely with you and the outstanding staff at Joyner.

The J. Y. Joyner PTA is actively involved in the lives of the students and staff at Joyner. Our parents are committed to supporting the highest quality education and opportunities for all of the students at Joyner. We are firmly committed to our school family and look forward to helping to inspire each other to dream and achieve under this new magnet program.

Please count on the Joyner PTA to play a pivotal role in the success of the program at Joyner. The new and improved proposed magnet program is an exciting change for our school. Our parents are highly involved in the everyday affairs of the school, and we actively support the cultural experiences, Spanish Language development, and International Baccalaureate Primary Years Programme components of the Joyner program. We will continue to support Joyner and the new program through our extensive programs such as the Joyner Author's Guild Publishing Center, providing Cultural Arts opportunities for the students, tutoring, Science-Go-Round, teacher mini-grants, school store, and other projects that strengthen our school family.

Please accept this letter as a strong endorsement for your Magnet Schools Assistance Program grant to the U. S. Department of Education and also a strong endorsement for the significantly revised magnet program at Joyner Elementary.

Sincerely yours,



Susan Burnette
PTA President

Every child. One voice.

March 4, 2004

CONSULADO DE MÉXICO

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The Consulate of Mexico through the Department of Community Affairs in Raleigh, NC are extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

Our close proximity to Joyner Elementary, has afforded us possibilities to have several programs together. We are ready to provide enthusiastic support for the new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme. The proposed new program at this school is vital to our community.

The Mexican Consulate will welcome new opportunities for interaction with the school. When we had a visiting dance troupe from Mexico, we sent them to perform at Joyner. We have supplied the school with two sets of textbooks in Spanish which support the instructional program. Last year, a student from Joyner was one of 14 students in the U.S. and Canada awarded a week long trip to Mexico with her father for her depiction of a "quinceañera" celebration in the "This is My Mexico" drawing contest. We will continue to invite Joyner students to participate in competitive events and support students' growth in Spanish language and culture. We will be part of their greater community.

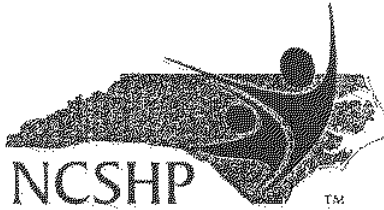
In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, enriches, and nurtures individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of education.

We look forward to working with you on the implementation of this grant if it is awarded. Please know of our keen interest in being involved in the planning stages for these new magnet programs.

Sincerely yours,



Diana Bueno-Valles
Consulate of Mexico
Community Affairs in Education & Health



North Carolina Society of Hispanic Professionals
"Promoting Education among Hispanic Youth"

March 11, 2004

Caroline Messengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

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Lucy Wilks, B.S.
Susan D. Zárate, M.S.A.
Educational Committee

Dear Ms Messengill:

The North Carolina Society of Hispanic Professionals is very pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

The mission of the NCSHP is to enhance the integration and cooperation among the Hispanic Professionals of North Carolina and concerned individuals (Hispanic, non Hispanic, professionals, and non-professionals) and organizations to promote the education of Hispanic students at all levels. We want to express our excitement and support for the project planned for Joyner Language Explorations Magnet Elementary School. We are enthusiastic and hopeful that this initiative will have a great impact on all students, specially on Hispanic children who need cultural and language validation.

Our Society will gladly collaborate with Joyner Elementary to ensure the success of this project.

The NCSHP is delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, nurtures, and enriches individual students. Please accept this letter as a strong endorsement for your MSAP grant to the U.S. Department of Education.

Sincerely,

Luz Frye
Vice President
North Carolina Society of Hispanic Professionals
"Promoting Education Among Hispanic Youth"



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Education

The University of North Carolina at Chapel Hill
CB# 3500, Peabody Hall
Chapel Hill, N.C. 27599-3500

March 4, 2004

Mr. Steve Mares
J Y Joyner Center for Spanish Language/International Baccalaureate
Magnet Elementary School
2300 Noble Road
Raleigh, NC 27608

Dear Mr. Mares:

I enthusiastically write this letter of support for the Magnet Schools Assistance Program Grant that the Wake County Public Schools is writing to the U.S. Department of Education. I have had the honor and pleasure of working with the fine administrators and teachers of Joyner Elementary for the past fifteen years. In the past four years, we have worked very closely with you on the Carolina Academic Literacy Project, a federal project funded by the US Department of Education Title III where both your school and one in Duplin County worked to establish high quality K-5 Spanish dual immersion programs. Coincidentally, this project provided school specific literacy training for all of the teachers in your school over these past four years.

Together we have seen the end of course grades rise for your students, thanks to your leadership, the training of our project, and that of the previous magnet grant as well. A strong relationship has been forged between Joyner Elementary and The University of North Carolina at Chapel Hill. I look forward to continued and future collaborations that will bring about strengthen programs that will benefit all learners.

I pledge my support and endorsement to this wonderful grant opportunity and look forward to any way that I may serve your school in the future. My best wishes for continued success.

Very sincerely,

Audrey L. Heinig-Boynton, Ph.D.
Professor of Education & Romance Languages
Project Director, Carolina Academic Literacy Project
President-Elect, American Council on the Teaching of Foreign Languages



El Pueblo, Inc.

118 South Person St., Raleigh, NC 27601
Tel. 919-835-1525 Fax. 919-835-1526
www.elpueblo.org

March 11, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, North Carolina 27609

Dear Ms. Massengill:

I am writing on behalf of El Pueblo, Inc. to express our wholehearted support of Wake County Public Schools proposal to the US Department of Education to increase and revitalize the Magnet Programs offered in Wake County's schools. As North Carolina's only statewide Latino public policy nonprofit organization, El Pueblo is vitally concerned about the education of Latino youth and of the intercultural exchanges that daily take place in our public schools.

According to the US Census, the Hispanic/Latino population of Wake County grew by nearly 600% from 1990 to 2000, which is why El Pueblo is particularly pleased and proud to see the proposal of a Spanish-language and International Baccalaureate program at Joyner Elementary School.

As a statewide, nonprofit public policy and advocacy organization, El Pueblo, Inc. is dedicated to strengthening the Hispanic/Latino community of North Carolina. El Pueblo has been pleased to collaborate with Wake County Public Schools through the schools' ESL programs, education and bilingualism workshops at the annual Latino Issues Forum, and the discussion of higher education topics through El Pueblo's youth program. We commend Wake County Public Schools' commitment to serve diverse populations.

I strongly urge the US Department of Education to support Wake County Public Schools' application for the system's Magnet Programs. These magnet programs enrich the lives of all residents of Wake County and provide opportunities to Latino and non-Latino students to receive a quality education and increase intercultural understanding.

Thank you,

Andrea Bazan Manson
Executive Director

March 08, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I am pleased to support the Wake County Public School System in its grant proposal to the Magnet Schools Assistance Program. As a television news reporter in the community covering Hispanic issues, one of those at the forefront is how to incorporate a growing Hispanic population into the educational system without hindering those already integrated. What I witnessed in the dual language program at Joyner Elementary School was not just an outstanding compromise, but also a successful method of managing growth while keeping education and the social adjustment of children at the forefront. Latino students were well adjusted, they felt validated and important because of the language skills they could contribute. Students from English speaking families spoke Spanish so well they concentrated not on the language, but on the task at hand. They seem to forget they are fluent in another language because they are distracted by learning the subject matter of the moment!

It is my hope that the U.S. Department of Education will support Joyner's mission to keep language programs alive. I am prepared to follow the progress of the new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme. I believe nationally more schools will have to seek viable alternatives for a growing minority, which will also be beneficial to the existing majority. Please accept this letter as a strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of education.

Sincerely yours,



Gloria Lopez
WRAL News, Reporter

(b)(6)

4th March 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

My family and I are extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

Both my wife and I (b)(6) appreciation for our culture, as well as what others can offer. (b)(6)
(b)(6) exposed to Spanish instruction, appreciation of Spanish cultural expressions, artwork, dance, music and traditions that are not normally seen within a regular school curriculum.

We are ready to provide enthusiastic support for the new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme. The proposed new program at this school is vital to our community.

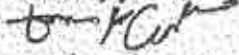
Specifically, the Castillos are prepared to support this school by:

- Participating in any local events that the schools may offer.
- Contacting individuals for increased participation and support.
- Meeting to coordinate events, including assisting in a "get the word out" telephone log.

In keeping our appreciation for our culture, we are delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, enriches, and nurtures individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

We look forward to working with you on the implementation of this grant if it is awarded. Please know of our keen interest in being involved in the planning stages for these new magnet programs.

Sincerely yours,


Yolanda Castillo

Tomás Franklin Castillo
Yolanda Castillo

(b)(6)



3000 New Bern Avenue
Post Office Box 14465
Raleigh, North Carolina 27620-4465
919-350-8000

February 19, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill,

On behalf of WakeMed I am pleased to write in support of the Wake County Public Schools System in its grant proposal to the Magnet Schools Assistance Program in the Department of Education.

WakeMed has been a long-time partner of the Wake County Public Schools System in the area of career development, injury prevention and health education. Specifically, WakeMed has worked closely with the Enloe High School Medical Sciences Academy and the Southeast Raleigh High School Medical and Biotechnology Learning Center to provide clinical rotations for students interested in pursuing careers in the health and medical fields. These and other magnet programs offered through the Wake County Public Schools provide vital education experiences for youth and help ensure a well-prepared health care work force for our community.

As the largest and only community owned health care provider in Wake County, WakeMed is committed to our partnership with the Wake County Public Schools System and to our work with magnet programs within the System. Please accept this letter as an endorsement and indication of WakeMed's support for the grant proposal to the Magnet Schools Assistance Program from Wake County Public Schools System. We are more than willing to provide additional assistance and support as necessary in the planning and implementation of this grant proposal.

Please feel free to contact me for additional information or with questions.

Sincerely,

A handwritten signature in black ink, appearing to read "David Gardner".

David Gardner, D.A.
Director
Corporate and Community Health
WakeMed
3000 New Bern Avenue
Raleigh, NC 27610
(919) 350-8608

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 3816-Mandatory_FINAL_Budget_Narrative_and_Budget_Details.pdf

BUDGET NARRATIVE

PERSONNEL

The salaries for Project Renaissance staff are based on the WCPSS Finance Manual guidelines, which were issued in July 2006. The salaries include a 7% cost-of-living increase in year 2007-08, 5.5% increase in year 2008-09, and 5% increase in year 2009-10 for certified staff. The cost of living increase for non-certified staff is 3% year 2007-08, 2.5% in 2008-09, and 2% in 2009-10, as projected for the state by the Governor's office.

Training schedules for teachers have not yet been finalized, but school administrators anticipate that staff training will take place on teacher workdays, pre-service days, early-release days, or during the summer, in order to create the least disruption possible for students. Training that occurs on a nonschool day or in the summer includes the standard WCPSS training stipend for staff of \$150/day.

Training that occurs on student instructional days require substitute teachers. WCPSS substitutes are paid at four different rates: \$65/day for non-certified substitutes; \$73/day for Effective Teacher Training certified substitutes; \$84/day for currently or previously licensed teachers; and \$132.60/day for teacher assistants. Due to a teacher shortage in the district, it is difficult to secure the services of a substitute, so many schools rely on teacher assistants. For the purposes of planning, we have estimated \$105/day for a substitute.

Curriculum units will be developed by WCPSS staff at the school system's standard rate of \$25/hour for professional curriculum design, which includes required matching benefits.

ABC's Incentive Awards of \$1,500 for individual school-based project staff members are determined by the North Carolina Board of Education and the N.C. Department of Public

Instruction based on the academic growth achieved by the school’s students during each school year.

FRINGE BENEFITS

Fringe benefits for project staff are based on the WCPSS Finance Manual guidelines and include:

Benefit	Calculation Basis	Qualifying Employees	
Social Security	7.65% of gross salary	Full-time or part-time employees	
Workers’ Compensation	\$0.30 per \$100 for professional staff		
Retirement	7.14% of salary	Full-time employees (75% or more)	
Hospitalization	\$337.25/mo. or \$4,047/year 2007-08		
	\$354.09/mo. or \$4249/year 2008-09		
	\$371.75/mo. or \$4,461/year 2009-10		
Dental	\$19.34/mo. or \$232/year 2007-10		
Longevity	<u>Years</u>	<u>Annual Pay Rate</u>	Full-time or part-time employees (20 hours or more)
	10 - 14 years	1.50%	
	15 - 19 years	2.25%	
	20 - 24 years	3.25%	
	25 or more years	4.50%	

TRAVEL

Local travel reimbursement is calculated at the state-approved rate of \$0.485/mile and is increased by 3% annually. Out-of-state or non-local travel funds are budgeted to include the state-approved subsistence allowance of \$34/day for out-of-state travel or \$32/day for in-state travel. Airfare costs are estimated at mid-week, round-trip airfares to and from the Raleigh Durham International Airport. Hotel costs are estimated at \$120-\$160/night, depending upon the destination. Conference registration rates are estimated based on the most recent conference information. International travel for school staff is estimated for U.S. air carriers and takes into consideration distance to destination as well as local exchange rates.

EQUIPMENT

The equipment category includes items whose cost exceeds \$5,000 per unit. Prices for equipment were quoted by the WCPSS Purchasing, Technology Services, or Curriculum and Instruction departments in consultation with state contract guidelines. All equipment for the grant will be purchased on state contract whenever applicable. PC-based computer or technology equipment meets WCPSS technology specifications for compatibility and will be maintained by the WCPSS Technology Department. Apple or Macintosh equipment that is purchased will be bought on state contract whenever applicable and will be maintained by an external contractor. Wireless laptop computers will be purchased for project staff and teachers and will be connected to the wireless network that will be installed on two of the project schools' campuses.

SUPPLIES

The supplies category includes technology that costs under \$5,000 per item. All supplies and material items will be bought on state contract whenever applicable. Prices were quoted from local vendors or WCPSS specialists in Purchasing or the Curriculum and Instruction

Departments. Supplies to supplement classroom instruction will support each theme at the project schools. These supplies include, but are not limited to, wireless laptops, digital cameras, printers, scanners, and CD/DVD writable drives; a non-linear lab, which includes mixers, lights, microphones, and booms; art materials; musical instruments; media center resources; and “learning lobbies” to accommodate small-group seating and accessibility to the wireless network.

The project schools’ printing and graphic design needs were estimated by the WCPSS Print Shop staff. These services will be provided by the WCPSS Print Shop whenever possible.

Software licenses include Adobe Photoshop for all computers as well as specific software for academic programs. All software that will be purchased has been aligned with the school’s magnet theme.

Costs for ancillary academic supplies or classroom teaching materials were estimated in consultation with school-based administrative or instructional personnel.

CONTRACTED

The contractual needs were identified in support of the initiatives at each Project Renaissance school. These services will be used to enhance existing facilities, provide staff with technical support, arrange for artist residencies, and secure privileges to access the New Tech Foundation project management tools and the project based learning library. To support classroom instruction, the grant will contract with external trainers when necessary for specialized training, such as Stephen Covey’s “Seven Habits of Highly Effective Teens” training and Langford Quality Tools training. At two project schools, local and national artists will be contracted as artists-in-residences. In addition, all three project schools will contract with local vendors to assist in the development of marketing and recruiting materials, such as brochures, Web sites, and videos that reflect the significantly revised programs at each school.

OTHER

The WCPSS Facilities Planning Department provided estimates for costs of modifications to existing facilities, including the conversion of traditional classrooms to New Tech classrooms or New Tech lobby. The Technology Department provided estimates on the costs for the installation of transmitters for wireless connections between computers and the network at SRMHS and EGMMS. Admission fees for students to attend local shows, museums, and other special events have been estimated based on the number of students attending and the student fee.

Furnishings for Project Renaissance implementation will be purchased on state contract whenever applicable and will include computer desks, chairs, shelving, storage, or adaptive portable furnishings.

INDIRECT COSTS

The indirect cost rates are determined annually by the Financial and Personnel Services Division of the Public Schools of North Carolina. In the 2006-2007 year, the indirect cost rate for discretionary grant programs with the condition to “supplement and not supplant” is 4.435%, applied to all direct expenses except equipment. The indirect cost rate for 2006-07 was applied to all three years of the grant; however, this rate will vary slightly from year-to-year.

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A.		B.	C.	D.
Magnet Schools Assistance Program		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
1	Salary estimates are based on the WC PSS 2006-2007 salary schedule with cost of living increases estimated for each year, and will vary according to the qualifications of the individual			
2				
3	Budget Detail: Central Operations			
4				
5	PERSONNEL			
6	1.0 FTE Grant Project Director - (WCPS's Director salary schedule, 110% market value, 12 MOUL, 3% annual cost of living raise)	\$ 87,892	\$ 89,782	\$ 91,276
7	1.0 FTE Grant Evaluator - (WCPS Senior Administrator, 110% market value, 12 MOUL, 3% annual cost of living raise)	\$ 77,053	\$ 79,635	\$ 81,228
8	1.0 FTE Grant Recruiter - (WCPS's BA level, 0-5 years experience in marketing, 12 MOUL)	\$ 39,441	\$ 40,627	\$ 41,726
9	1.0 FTE Grant Budget Analyst - (WCPS's Pay Grade 26, 0-20 years of experience, 12 MOUL, annual cost of living raise)	\$ 44,863	\$ 45,672	\$ 46,501
10	Personnel Subtotal	\$ 249,289	\$ 255,522	\$ 260,631
11	FRINGE BENEFITS			
12	FICA on all personnel less \$ 7,635	\$ 19,077	\$ 19,542	\$ 19,928
13	Retirement on all personnel, voluntary, and non-voluntary less \$ 7,145; in 2007-08, 7.14% in 2008-09	\$ 17,769	\$ 18,244	\$ 18,609
14	Workman's Comp on all personnel, voluntary, and non-voluntary less 0.3%	\$ 997	\$ 1,022	\$ 1,047
15	Health insurance for all 4 FTE, \$2,047 in 2007-08, \$2,240 in 2008-09, \$2,441 in 2009-10	\$ 16,188	\$ 16,900	\$ 17,644
16	Dental for all 4 FTE, \$2,333 in 2007-08, \$2,333 in 2008-09, \$2,333 in 2009-10	\$ 928	\$ 928	\$ 928
17	Fringe Benefits Subtotal	\$ 54,962	\$ 56,237	\$ 57,167
18	TRAVEL			
19	Local Travel - Grant Project Director - (based on 1060 miles per month @ \$0.485 per mile; Yr. 1, with 3% increase Yr. 2 and 3)	\$ 5,820	\$ 5,985	\$ 6,175
20	Local Travel - Evaluator - (based on 100 miles per month @ \$0.485 per mile; Yr. 1, with 3% raise increase Yr. 2 and 3)	\$ 1,246	\$ 1,266	\$ 1,298
21	Local Travel - Grant Recruiter - (based on 500 miles per month @ \$0.485 per mile; Yr. 1, with 3% raise increase Yr. 2 and 3)	\$ 1,164	\$ 1,190	\$ 1,215
22	Local Travel - Grant Budget Analyst - (based on 200 miles @ \$0.485 per mile; Yr. 1, with 3% raise increase Yr. 2 and 3)	\$ 1,168	\$ 1,190	\$ 1,215
23	National Travel - Grant Project Director - (Magnet Schools of America's Legislative Conference, MSA's National Conference, MSA's M. A. R. T. Conference, and MSA's National Conference; include surface, ground transportation, registration, lodging, and per diem)	\$ 6,800	\$ 7,140	\$ 7,492
24	National Travel - Grant Evaluator - (Magnet Schools of America's Legislative Conference & National Conference, American Education Research Association Evaluation Conference, North Carolina Assessment Conference; include surface, ground transportation, registration, lodging, per diem)	\$ 5,670	\$ 5,954	\$ 6,252
25	National Travel - Grant Recruiter - (National Schools Public Relations Association conference and MSA National conference)	\$ 3,470	\$ 3,460	\$ 3,460
26	National Travel - Grant Budget Analyst - (professional development and MSA National conference; include surface, ground transportation, registration, lodging, per diem)	\$ 3,470	\$ 3,570	\$ 3,749
27	Int'l Travel - Project Coordinator and one administrator - New Tech administrator training (Los Angeles, CA for MHS, include registration, lodging, airfare and per diem)	\$ 3,470	\$ 3,460	\$ 3,460
28	International Travel - Administrator Latin Initiative for educators-related transcripts @ \$600 per person for one day study in Mexico, include a 2-day orientation seminar, & tickets of a North Carolina follow-up workshop; 1 administrator Yr 2 and Yr 3	\$ 7,200	\$ 7,080	\$ 6,960
29	Travel Subtotal	\$ 39,764	\$ 41,601	\$ 43,581

A		B	C	D
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3	Budget Detail: Central Operations			
30	EQUIPMENT: Anything over \$5000			
31				
32				
33	<i>Equipment Subtotal</i>	\$ -	\$ -	\$ -
34	SUPPLIES			
35	Printing - (includes new theme based magnet recruitment brochures, banners, and graphic designed materials)	\$ 6,000	\$ 6,000	\$ 6,000
36	Magnet Recruitment Fair - (includes magnet banners, electrical cords, table linen, servers, staples, software, signs, measuring cups, and storage containers, etc.)	\$ 5,000	\$ 5,000	\$ 5,000
37	Magnet Recruitment Advertisement - (includes Carolina Parent, print shop, local TV stations)	\$ 25,000	\$ 25,000	\$ 25,000
38	General Office Supplies - (includes paper, printer/copier/fax toner, document cords, pens, pencils, flash drives, ink, notebooks for presentations, etc.)	\$ 2,500	\$ 2,500	\$ 2,500
39	Magnet Grant Project Director - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CDRW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 4,200	\$ 3,500	\$ 3,500
40	Magnet Grant Evaluator - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CDRW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 2,200	\$ 1,500	\$ 1,500
41	Magnet Grant Recruiter - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CDRW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 2,200	\$ 1,500	\$ 1,500
42	Magnet Grant Budget Analyst - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CDRW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 1,700	\$ 1,000	\$ 1,000
43	Networked printers for staff development - (two HP color LaserJet printers 4700N, 600 dpi x 600 dpi, capacity 600 sheets, 31 ppm, up to \$2957 each)	\$ 5,014		
44	Project Renaissance Staff Development Supplies - (includes notebooks, dividers, labels, ASCD professional development books such as: Lane Jenkins, "I Teaching with the Brain in Mind", "Ains with the Brain in Mind", "Poverty and the Brain", three book sets of 20 @ \$27.95 each per year; Carol Ann Tomlinson, "The Differentiated Classroom: Responding to the Needs of All Learners"; "Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids", two sets of 20 @ \$21.95 each per year 2 and 3)	\$ 8,177	\$ 7,378	\$ 6,939
45	Project Renaissance Staff Development and Curriculum Writing Technology - (fileson 1 linkPad X601 tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" touch screen 80 GB HDD, gigabyte ethernet, wireless, 802.11 a/b/g, 1 GB RAM, USB Portable Drive, fingerprint reader, MS One Note 2003, Adobe Photoshop Plus & Premier Elements, 3-year parts & labor depot warranty included digital @ \$2471.00, fileson Logitech V450 cordless laser mouse for notebooks @ \$49.99, one camera camcorder @ \$499.00, One Mac Book Pro, 2 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive @ \$400.00, with 17" widescreen display, with backlit keyboard, Mac OS, final cut express pre-installed software, Apple Care protection plan for Mac Book Pro/PowerBook, office software licenses such as Adobe Creative Suite with Acrobat Dreamweaver 8 @ \$564.99, Symantec Client Security Anti virus protection @ \$42.74 each)	\$ 42,402	\$ 53,378	\$ 52,939
46	<i>Supplies Subtotal</i>	\$ 105,689	\$ 53,378	\$ 52,939

	A	B	C	D
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3				
4	Budget Detail: Central Operations			
47	CONTRACTUAL			
48	Market Smart - (display media campaign for Project Renaissance schools)	\$ 15,000	\$ 15,000	\$ 15,000
49	Exhibit Resources - (space for each Project Renaissance school)	\$ 30,000		
50	Eric Jensen/Arts Based Training - (focusing on practical strategies linking brain research to student achievement, one-day presentation @ \$9500 per day, includes all travel fees)		\$ 9,500	
51	Carol Tomlinson - (Differentiation and Understanding by Design: Connecting Content and Kids, one day presentation @ \$6500 per day, includes all travel fees)			\$ 6,500
52	Website Design - (design web sites, logos, and provide professional staff development for maintaining web sites for Project Renaissance schools)	\$ 2,500	\$ 2,500	\$ 2,500
53	Vision Connect - (provide staff development for developing focus group and marketing plans, with follow-up Yr. 2 and Yr. 3 for all Project Renaissance schools)		\$ 3,500	\$ 3,500
54	Contractual Subtotal	\$ 47,500	\$ 29,500	\$ 26,500
55	OTHER			
56				
57				
58				
59	Other Subtotal	\$ -	\$ -	\$ -
60	TRAINING			
61	Eric Jensen/Art Based Training - (focusing on practical strategies linking brain research to student achievement, one-day presentation Yr. 2 see contractual for fees)			
62	Carol Tomlinson - (Differentiation and Understanding by Design: Connecting Content and Kids, one day presentation) see contractual for fees			
63	Website design - (design web sites, logos, and provide professional staff development for maintaining web sites for Project Renaissance schools) see contractual for fees			
64	Vision Connect - (provide staff development for developing focus group and marketing plans, with follow-up Yr. 2 and Yr. 3 for all Project Renaissance schools) see contractual for fees			
65	Training Subtotal	\$ -	\$ -	\$ -
66				
67	Direct Costs	\$ 497,225	\$ 432,739	\$ 437,164
68	<i>Includes all subtotals</i>			
69	Indirect Costs	\$ 22,052	\$ 19,192	\$ 19,388
70	<i>@ 4.4531% of all subtotals except Equipment Costs</i>			
71				
72	Total	\$ 519,277	\$ 451,931	\$ 456,552
73	<i>Direct and Indirect</i>			
74				
75	Three Year Project Total for Central Operations	\$ 1,427,768		

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	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
1	Magnet Schools Assistance Program			
2	Salary estimates are based on the WCPSS 2006-2007 salary schedules with cost of living increases estimated for each year, and will vary according to the qualifications of the individual			
3	Budget Detail: Southeast Raleigh High School (1,940 students, 145 certified staff)			
4				
5	PERSONNEL			
6	1.0 FTE Site Coordinator - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 12 MOE)	\$58,572	\$62,793	\$64,883
7	1.0 FTE Technology Coordinator/Teacher - (Start-up technology coordinator in Yr 1 with teaching responsibilities in Yrs 2 and 3; WCPSS teacher advanced degree salary schedule, 0 - 20 Years experience, 12 MOE)	\$58,572	\$62,793	\$64,883
8	1.0 FTE Network Administrator I - (WCPSS Technology Salary schedule, grade 22, 100% master's ed. 12 MOE)	\$58,572	\$62,793	\$64,883
9	ABC Incentive Award Pay - (WCPSS school-based faculty pay of \$1,500 to encourage successful bonus if their school achieves "exemplary" status under the state's ABC's accountability system)	\$4,500	\$4,500	\$4,500
10	Stipends - (7 on staff, New 7 act, problem based learning training, 3 day training, \$150/day/teacher)	\$7,500	\$7,500	\$7,500
11	Extra-duty pay - (Curriculum development, 3 units per year, 135 hours/ann per year @ \$35.00 per hour)	\$10,125	\$10,125	\$10,125
12	Substitutes - (hourly staff for line days such as 1105/sub-day)	\$1,600	\$0	\$0
13	Substitutes - (40 Subs per year @ \$195 per substitute for teacher visitors Evelyn Tenkelskip Magnet Elementary, East Wake School of Integrated Technology)	\$4,200	\$4,200	\$4,200
14				
15		\$203,271	\$217,794	\$220,974
16				
17	FRINGE BENEFITS			
18	FICA on all personnel lines @ 7.65%	\$15,383	\$16,193	\$16,905
19	Workman's Comp on all personnel, extra duty, and miscellaneous @ 0.3%	\$611	\$635	\$663
20	Retirement on all personnel, extra duty, and miscellaneous lines @ 7.4% in 2007-08; 7.4% in 2008-09; 7.14% 2009-10	\$14,126	\$14,816	\$15,478
21	Hospitalization for each FTE @ \$4,947 in year 2007-08; \$4,340 in 2008-09; \$4,461 in 2009-10	\$12,141	\$12,747	\$13,383
22	Dental for each FTE @ \$332 in year 2007-08; \$332 in 2008-09; \$332 in 2009-10	\$696	\$696	\$696
23		\$27,159	\$28,089	\$29,129
24				
25				
26	TRAVEL			
27	Local Travel - Site Coordinator - (based on 250 miles @ \$0.485 per mile Yr 1, with 3% cost increase Yr 2 and 3)	\$1,455	\$1,499	\$1,544
28	National Travel - Odyssey site visit travel - (three faculty members for 2 days in Atlanta, GA, Yr 2)	\$0	\$5,180	\$0
29	National Travel - Site Coordinator and One faculty member - (Magret Schools of America's National Conference; includes airfare, ground transportation, registration, lodging, and per diem with 3% increase Yr 2 and 3)	\$3,400	\$3,502	\$3,607
30	National Travel - New Tech Staff development training - (for faculty to Napa, CA for NTIS modeling in Yr 1; seven faculty in Yr 2 & 3)	\$17,000	\$17,000	\$17,000
31				
32		\$27,855	\$22,681	\$17,651

	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3	Budget Detail: Southeast Raleigh High School (1,940 students, 145 certified staff)			
4				
33				
34	EQUIPMENT (Unit price of \$5000 or greater)			
35	Wireless access points infrastructure	\$220,000	\$0	\$0
36	Gigabyte fiber switches and infrastructure	\$197,000	\$0	\$0
37	Linux servers - Quad CoreDuo with 8 GigaB ram, 2 TB Raid, gigabyte X4, 1 per year, estimated at \$10,479/unit	\$10,479	\$10,479	\$10,479
38				
39	<i>Equipment Subtotal</i>	<i>\$427,479</i>	<i>\$10,479</i>	<i>\$10,479</i>

	D	E	F	G
	Year 1	Year 2	Year 3	2009-10
	2007-08	2008-09	2009-10	
3	Budget Detail: Southeast Raleigh High School (1,940 students, 145 certified staff)			
4				
40				
41	SUPPLIES			
	Site Coordinator, Technology Coordinator and Network Administrator - (three IBM Thinkpad X60 Tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" Touch Screen 80 GB HDD, gigabyte ethernet, wireless 802.11 a/b/g, 1 GB RAM, USB Portable Diskette Drive, fingerprint reader, VS One Note 2003, Adobe Photoshop Plus & Premier Elements, 3-year parts & labor depot warranty included digital 3 1/4 \$2471.00, three Logitech V4-50 cordless laser mouse for notebooks 3 1/4 \$49.99, one canon powershot A550 digital camera, 512 MB secure digital card, digital camera case, one Canon ZR850 digital camcorder/bag/VCR mini DV digital tape 1/4 \$499.00, One MacBook Pro, 3 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive 1/4 \$540.00, open, with 17" widescreen display, with backlit keyboard/mac OS, final cut express preinstalled software, AppleCare protection plan for MacBook Pro/PowerBook 3 1/4 \$3447.00, office software licenses such as Adobe Creative Suite with Acrobat/Dreamweaver 8, 3 mac and 3 IBM site license 1/4 \$26,000 each, Symantec Client Security Anti virus protection site license 1/4 \$21,411 each)			
42	\$19,895			
43	New Tech Classroom Technology - (two classrooms of 33 wireless laptops/classroom in Yr 2, one classroom in Yr 3 estimated at \$1,332/laptop)			
	\$0	\$87,912		\$43,956
44	New Tech Classroom Technology - (four classrooms of 33 thin client workstations/classroom in each of Yr 1; two classrooms in Yr 2; three classrooms in Yr 3 estimated at \$900/thin client)			
	\$118,800	\$59,400		\$89,100
45	New Tech Classroom Furniture - (collaborative furniture, includes lockable Tiptop computer tables with storage; 20 tables/learning studio/8 learning studios and one conference table per room for project-based learning, estimated 1/4 \$10,000/studio/8 studios Yr 2, four studios Yr 3)			
		\$80,000		\$40,000
46	New Tech Learning Lobby - (small group seating communities to access wireless network located through out the school)			
		\$10,000		\$10,000
47	Graphics Lab - (22 high-end workstations, software, scanners, cameras, Giclee printers)			
	\$79,480			\$0
48	One Mac Lab - (supporting student training in digital arts and graphics)			
	\$30,000	\$0		\$0
49	Software - (site license: Adobe CS3, 3D Studio Max, Macromedia, Digital music)			
	\$125,000	\$0		\$0
	Adventure Hardware Leadership and Team Building - Materials - (e.g., copies for processing and element work, The Web, Tangrams, Poly Spots, Trailways, Thinker Toy Replica, Giant floor Puzzles, Tube Play, Marble Tube Play, Vocabballs, Train Noodles, Surf Talking objects, Taps Magic Carpets, with 50% replacement in Yr 2, 25% replacement in Yr 3)			
50	\$13,000	\$6,500		\$3,250
51	Non-linear Lab - (cameras, mixers, lights, mics, boom, cables, workstations, software)			
	\$154,772			
52	Stephen Covey - (training manuals for full staff Yr 1 1/4 \$80/staff, 25 new staff members Yrs 2 and 3)			
	\$11,600	\$2,000		\$2,000
	\$7,875	\$4,375		\$1,525
53	Stephen Covey Seven Habits of Highly Effective Teens - (6 manuals 1/4 \$7/unit 125 academic coaches Yr 1; 25 in Yrs 2 and 3, workbook classroom sets 1/4 \$14/each 500 Yr 1, 300 Yr 2 and 100 Yr 3)			
	\$11,798	\$11,798		\$0
54	Student and Staff Planners/Calendars - (2,000 students and 145 faculty, purchased in Yrs 1 and 2 for Yrs 2 and 3 estimated at \$5.50/unit)			
	\$30,750	\$10,000		\$10,000
55	Marketing/Recruiting Materials - (create Project Renaissance brochures, DVDs, marketing pieces, & design learning spaces in the great hall, updating lobby and hallways to reflect the significantly revised theme, printing marketing materials Yr 2 and Yr 3)			
56				
57	Supplies Subtotal			
	\$602,970	\$271,985		\$199,837

	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3	Budget Detail: Southeast Raleigh High School (1,940 students, 145 certified staff)			
4				
58	CONTRACTUAL			
59	Building Leadership Institute - Outdoor Educational Course - (provide and conduct leadership and problem-solving training with 400 students per year @ \$47/student)	\$18,800	\$18,800	\$18,800
60	New Tech foundation contract - (access to New Tech High Learning System, technology training and PBL design)	\$110,000	\$72,000	\$72,000
61	Mac Lab Technical Support - (provide technical support; estimated at \$110/hr, 2 hrs/wk, 40wks/year)	\$8,800	\$8,800	\$8,800
62	New Tech Classroom Conversion - (contract to convert four classrooms per year with infrastructure (e.g., electrical, IT/V.A.C., lighting, cabling) to support New Tech classrooms (estimated)	\$130,000	\$130,000	\$130,000
63	Langford Tools Training - (four day training for 4 faculty members @ \$675/person Yr 1)	\$2,700		
64	Langford Training - (for full staff 145 faculty Yr 2 and 20 new faculty Yr 3 @ \$320/person @ \$3,000 in expenses)		\$49,400	\$9,400
65				
66				
67		\$270,300	\$270,000	\$239,000
68	Contractual Subtotal			
69	OTHER			
70	NCSU Pre-College Summer Program - (student tuition @ \$550/student for 20 students/year)	\$11,000	\$11,000	\$11,000
71				
72				
73	Other Subtotal	\$11,000	\$11,000	\$11,000
74				
75	TRAINING			
76				
77				
78	Training Subtotal	\$0	\$0	\$0
79				
80				
81	Direct Costs	\$1,580,484	\$851,258	\$745,460
82	Includes all subtotals			
83				
84	Indirect Costs	\$51,136	\$37,289	\$32,596
85	@4.4350% of all subtotals except Equipment Costs			
86				
87	Total	\$1,631,620	\$888,547	\$778,056
88	Direct and Indirect			
89				
90	Three Year Project Total for Southeast Raleigh High School	\$3,298,223		

	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
1	Magnet Schools Assistance Program			
2	Salary estimates are based on the WCPSS 2006-2007 salary schedules with cost of living increases estimated for each year, and will vary according to the qualified			
3	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)			
5	PERSONNEL			
6	1.0 FTE Site Coordinator - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 12 MOE, 3% cost of living raise)	\$68,572	\$61,793	\$64,883
7	1.0 FTE Spanish Teacher - (WCPSS teacher salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$83,019	\$85,935	\$88,732
8	1.0 FTE Visual Arts Teacher - (WCPSS teacher salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$83,019	\$85,670	\$88,454
9	1.0 FTE Dance Teacher - (WCPSS teacher salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$81,037	\$83,844	\$86,536
10	Extra Duty Curriculum Writing - (3 Units per year)	\$2,400		\$2,400
11	Extra Duty for Summer Visual Arts Camp - (four 1-week camps, three faculty per camp, 6 hours per day, five days per week, \$30 per hour)	\$10,800	\$10,800	\$10,800
12	ABC Incentive Award Pay - (WCPSS school-based faculty pay of \$1510 to cover the potential bonus if their school achieves "exemplary" status under the state's ABC's accountability system)	\$6,000	\$6,000	\$6,000
13	Stipends - (10 teachers, Activity Advisor Grade Level I 0-4 Years experience)	\$4,141	\$4,348	\$4,565
14	Substitutes - (59 Subs per year @ \$105 per substitute)(Choral Director subs 13 x \$105)	\$7,560	\$7,938	\$8,335
15				
16		\$246,548	\$258,728	\$270,705
17	FRINGE BENEFITS			
18	FICA on all personnel lines @ 7.65%	\$19,861	\$19,793	\$20,716
19	Workman's Comp on all personnel lines @ 0.3%	\$742	\$776	\$812
20	Retirement on all personnel lines except subs @ 7.14% in 2007-08; 7.14% in 2008-09; 7.14% in 2009-10	\$17,064	\$17,006	\$18,733
21	Hospitalization for each FTE @ \$4,047 in year 2007-08; \$4,249 in 2008-09; \$4,461 in 2009-10	\$16,188	\$16,996	\$17,844
22	Dental for each FTE @ \$232 in year 2007-08; \$232 in 2008-09; \$232 in 2009-10	\$1,392	\$1,392	\$1,392
23				
24		\$54,245	\$56,863	\$59,490
25	TRAVEL			
26	Local Travel - Site Coordinator - (based on 250 miles @ \$0.485 per mile Yr 1, with 3% rate increase Yr 2 and Yr 3)	\$1,455	\$1,499	\$1,544
27	Local Travel - World View Symposium - (through UNC at Chapel Hill) (10 faculty @ \$175 each for registration, travel, per diem)	\$1,063	\$1,063	\$1,063
28	Local Travel - World View Cooperating Partner Seminar - (for faculty each year @ \$116/faculty includes registration, travel, per diem held in Chapel Hill, NC)	\$464	\$464	\$464
29	Local Travel - North Carolina Music Education Association - (includes registration, per diem, lodging, & mileage held in Winston Salem, NC)	\$652	\$652	\$652
30	Local Travel - Summer Choral Conducting Workshop - (includes registration, per diem, lodging, and mileage in East Carolina University)	\$1,163	\$1,163	\$1,163
31	National Travel - Site Coordinator and One faculty member - (Magnet Schools of America's National Conference, includes airfare, ground transportation, registration, lodging, and per diem with 3% increase Yr 2 and Yr 3)	\$3,400	\$3,502	\$3,607
32	National Travel - Project Zero Classroom Training Harvard University - (ten faculty in Yr 1 at \$2480/faculty registration plus airfare at \$300/faculty, 2 faculty in Yrs. 2 and 3)	\$27,800	\$5,560	\$5,560
33	National Travel - Site Coordinator travel - (Magnet Schools of America Conference, includes registration, travel, lodging, per diem)	\$1,750	\$1,750	\$1,750
34	National Travel - IB Arts training - (4 faculty, Level II training, Yr 1; 4 faculty Level III training, Yr 2, 3; 4 faculty, Specialty Topics, Yr 3 all @ \$1,500/per person)	\$6,000	\$6,000	\$6,000

	D	E		F		G	
		Year 1 2007-08	Year 2 2008-09	Year 2 2008-09	Year 3 2009-10		
3							
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)						
35	National Travel - National Dance Education Organization Conference - (one dance teacher includes registration, flight, lodging, and per diem)	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
36	National Travel - National Dance Association - (includes one faculty registration, per diem, lodging, flight for one faculty)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
37	National Travel - American Choral Directors - (includes registration, per diem, lodging, and airfare, in Miami, FL)	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
38	International Travel - Center for International Understanding - (China Partnership travel for 2 faculty @ \$3,500/faculty in Yr 1, \$4,000/faculty in Yr 3)	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$8,000
39	International Travel - Center for International Understanding: Latino Initiative for Educators (2 faculty Yr 1 @ \$3600/per person for a ten day study in Mexico, 2-day orientation seminar, cost of follow up work-shop; 1 faculty Yr 2 and Yr 3)	\$7,200	\$4,000	\$4,000	\$4,000	\$4,250	\$4,250
40	International Travel - World View International Study Visit - (two faculty each year traveling to varied world destinations, estimated at \$3,500 per faculty in Yr 1, \$3,750 per faculty in Yr 2, \$4,000 per faculty in Yr 3 including travel, lodging, registration, per diem)	\$7,000	\$7,500	\$7,500	\$7,500	\$8,000	\$8,000
41		\$70,347	\$38,553	\$38,553	\$38,553	\$47,453	\$47,453
42	EQUIPMENT (Unit price of \$500 or greater)						
43	Music Studio Equipment - (Musser M250 Mianmba, Yamaha YV3710C Vibraphone, Adams BK5003 Orchestra Chimes)	\$18,588					
44	Alvas performance dance floor - (Matlay 50'x50')	\$5,660					
45	Alvas wood floating dance floor - (50'x50')	\$5,880					
46							
47		\$30,128	\$0	\$0	\$0	\$0	\$0
48	SUPPLIES						
49	Dance Studio Supplies - (Balled barres - free standing 8' w/bares on both sides, mirrors: Ten 6'x4' horizontals with wheels, Colorguard tarp floor, Champion II double-sided Olive/White 50'x70', metal-st-rod floor tarp 18 oz. vinyl 50' x 70', & floor tarp equipment cart, Elite chrome 39" sahers, Elite white rifles, 39" white 4 w/leather strap, 75 flags, 30 sets of yoga mat & halls, Winterguard costumes, variety of costumes, costume/equipment storage cabinets, bookcases, electronic storage safe, etc.)	\$52,638	\$7,860	\$7,860	\$7,860	\$7,860	\$7,860
50	Cultural Dance Expansion Materials - (Eleven Dell wireless laptops with bags & notebook platforms, 3 boomboxes, DVD Camcorder/w cases, dance CDR collections, dance DVD collections, Digital Cameras (Easyshare z612 zoom, with memory cards, Dell projector \$100mp with interlink remote point, 50ft VGA cable, video cable composite, RCA to RCA cable, replacement bulb, ceiling mount kit, adapter, carrying case, 92 inch portable projection screen, color laser printer (5110en, USA cable, assorted ink cartridges, Dell TV (W3207c LCD with logitech harmony remote 688, wall mount kit, DVD theatre system, VGA video cable, JVC Anthology of World Music and Dance, Dance Forms Ensemble software (10 site license), Adobe Audition 2.0 music editing software, Dance Soft Management software unlimited version with site license, Photo and video editing software, assorted dance classes CDs, How to dance through time DVD's volumes 1-6, two MP3 players, David Parsons' Pattern VHS, African-Haitian Dance Class: Dunham Technique, The Holy Body Tattoo, International Music CD and assorted DVD/VHS collections, & assorted supplies Yr 2 and Yr 3)	\$76,271	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750
51	Site Coordinator/Arts Teacher, Spanish Teacher, Visual Arts Teacher, and Dance Teacher - (Four IBM Thinkpad X60 Tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" Touch Screen 80 GB HDD, giga-byte ethernet, wireless 802.11 ab/g, 1 GB RAM, USB Portable Diskette Drive, fingerprint reader, MS One Note 2003, Adobe Photo-shop Plus & Premier Elements, 3-year parts & labor depot warranty included digital 4@: S2471.00, three logitech V450 cordless laser mouse for notebooks 4 @: \$49.99, one canon powershot A550 digital camera, \$12 MB secure digital card, largus camera case, one Canon ZR850 digital camcorder/bag/JVC mm DV digital tape @: \$499.00, One MacBook Pro, 2 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive@: \$400 rpm, with 17" widescreen display, with backh keyboard/mac OS, final cut express pre-installed software, AppleCare protection plan for MacBook Pro/PowerBook 4 @: \$3447.00, office software licenses such as Adobe Creative Suite with Acrobat Dreamweaver 8, 4 mac and 4 IBM site license @: \$26.00/each, Symantec Client Security Anti virus protection site license @: \$21.41/each)	\$26,526	\$500	\$500	\$500	\$500	\$500
52	Cultural Visual Arts Expansion Materials - (The Shock of the New" DVD series @: \$99.00 & 30 Books @: \$50 each, Course Slides of digital artwork reproductions, Set of 35 Books, Digital Images)	\$8,599	\$500	\$500	\$500	\$500	\$500

	D	E			G		
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3							
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)						
	Cultural Music Expansion Materials - African drums (includes Djembes, Doun-douns, Sanghars, Kenkem, Didgeridoo Australia: (includes Bare Nature Bell Didgeridoo), Steel Drums Caribbean: (includes brushed chrome triple cellos), Indian Instruments: (includes Indian Snake Flute and Shenai), Native American Flutes, and the Wenger storage cabinets World Music library 100 CD's@520/each)						
53	Music (Voice) Expansion Materials - (Gamble 43-600H-6 and Gamble 43-363H-6 portable choral & hand mtrs, stage riser caddy 43-OPEC-6, transfold choral riser 43-FR72-6, clip on piano lights, Toshiba 40-300N-6 DVD-VCR combo, Shure 88-8929-6 microphone, Manbasst - 40-094R-6 music stand storage cart, Gamble 70-501-K-6 deluxe expanding (ohos, Mobileer M-547-10006026 digital piano transporter, JW Pepper vocal music collection, JW Pepper vocal sheet music, Mollard 8602502 sahd wood batons, Mollard 8603852 haton tote bags, Keywound metronomes, boys changing voice video 3258746, Working with the Male Voice video, IPQD Apple, Dell Latitude D610 Pentium M 1.7 GHz with 17" Display laptop, Kenwood portable remote, (Yr. 2 and Yr. 3 sheet music replacement, dvd replacement and update) (estimated at \$14,000, distributed 40/40/20% over three years)	\$27,669					
54	Cultural Visual Arts Course Materials - (Olympic Gas down draft kin. kin furniture, Pyrometer, wall unit, vented hood, grinding discs, insulating firebrick, ceramic fiber insulated fiber board, bonding cement glazes, clay, Raku tongs, Raku gloves, Heat resistant clothing for Raku, sculptural wax, plaster, plaster molds, silica flour, plywood, rolls of sheet metal, crushed glass for kiln casting, flour pots, styrofoam insulation, various hand tools, dust masks, Hobart Mig Welder, Hobart 250 amp Plasma cutter, brass torch, Regulator, hose kit, Welding gloves, helmets, leather welding jacket, Mig phiers, aluminum Mig gun, protective curtains, cement mixer, sand, resin, welding equipment/work stations, steel, fire brick, saw dust, Dremel Tool Kit, hammers, chisels, tool chest, assorted pliers, files/Rasps, picks/saws, assorted screwdrivers, foam board insulation, heavy duty trash cans, angle grinders, vices, metal workbench, propane gas for welding, protective face shields, air compressor Husky 5 hp/26 gallon, air accessories, shop vacuum Ridgit 6 1/2 hp/16 gal, heavy duty plastic cart, replacement Art supplies Yr. 2 and Yr. 3) (estimated at \$44,000 distributed 40/40/20% over three years)	\$5,600	\$5,600		\$2,800		
55	Cultural Theatre Materials - (DVDs and videos, theatrical library, costume storage cabinets, costumes, props) (estimated at \$18,000, distributed 40/40/20% over three years)	\$17,600	\$17,600		\$8,800		
56	Music Instruments Expansion - (Orchestra, Wind, & Percussion instruments such as: Kettle Drums, tuba & tuba case, French Horn, Euphonium, Piccolo, Bass Clarinet, Tenor & Baritone Saxophone, Oboe, Bassoon, Mellophone, Marching Baritone, Sousaphone, Xylophone, Vibraphone, Trpnam (set of 5), Concert Snare Drum, Orchestra Bells, & Bell Stand, Snare Drum Stand, Orchestral Chrome Mallets, Concert Toms and Stands, Concert Bass Drum, Latin Percussion CP122 and CP123 Triangle, Grover TBS Triangle Beater Set, Grover S21C Triangle Chop, Latin Percussion LP394 Maracas, Danmar DANI7A Castanets, Sabian 50303H Crotales (High Octave), Sabian 50303L Crotales (Low Octave), Latin Percussion LP23 JB Agogo Bells, Fender Bassman 250 Combo 1x15" Bass Guitar Amplifier, Tom Crown 30TC Trumpet Straight Mute, Tom Crown 30TCTUP Trumpet Cup Mute, Tom Crown 30TWW Trumpet Harmon Mute, Tom Crown 30TTC Trombone Straight Mute, Tom Crown 30TTCUP Trombone Cup Mute, Dem's Wick DW5524 French Horn Straight Mute, Humes and Berg 119 French Horn Stop Mute, McCormack's Drill Design Software (3D Java Drill Design Software) (estimated at \$158,000 distributed 40/40/20% over three years)	\$7,200	\$7,200		\$3,600		
57	Music Expansion Materials - Coda Music Notation Software (Female Academic/Theological 2007), Wenger Classic 50 Stand (Black) Music Stand, Wenger Student Chair (Black) Music Chair, Wenger Large Stand Rack Stand Rack, Wenger Chair Rack, Drum Table)	\$63,200	\$63,200		\$31,600		
58	After School Tutoring: (materials - dry erase boards, markers, notebooks, paper, printing, mk, workbooks, etc.)	\$9,087					
59	Leadership Advisory Program - (materials: printing, leadership books, notebooks, etc.)	\$2,500	\$2,500		\$2,500		
60	Visual Arts Summer Cultural Camp - (materials - Santa Fe easel, Locking steel flat metal drawer cabinet, pro mat cutting system, display system, stools, Black scholastic brush sets, watercolor pads, Black master eich model II press, press bench model II, model II wood blanked, portable rack/shelf, 14 gauge sculpture wire, 11 piece vet clay tools, Kemper wire clay cutter, Banley ware cart, A & B heat resistant gloves, impact goggles, powershot staple guns, oil paints student set, tile/glass nippers, Prisma color pencils set of 36, replacement materials Yr. 2 and Yr. 3)	\$36,521			\$6,500		\$6,500
62	LCD Digital Projectors - (six projectors, 2 per year, estimated at \$1,300/projector, ceiling malled)	\$2,600	\$2,600		\$2,600		\$2,600

		D			E	F	G
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
		2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3							
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)						
63	Center for International Understanding China Partnership - (microphone and headset, webcam combo; 20 combo sets @ \$50/per combo, 5 replacements Yr 2 and Yr 3, web conferencing technology licensing @ \$7500 per year	\$8,500	\$7,750	\$7,750			\$7,750
64	Understanding the Latino Culture - (workshop materials 20 books @ \$20/per book)			\$400			\$400
65	Cultural Learning Lobby - (small) group cluster seating communities, to access wireless network located in main lobby area)		\$10,000				
66	Media Resources to support Cultural Arts: (Geography, History, Art, Music, Cultural Studies, Drama, US and International books, media, CDs, and posters)	\$6,500					
67		\$333,511	\$143,960	\$87,160			
68	CONTRACTUAL						
69	Cultural Music Guest Artists - (two artists per year, estimated at \$1,000; per arts)	\$2,000	\$2,000	\$2,000			\$2,000
70	Burning Coal Theatre Company - (guest director, 1 main-stage show & production costs)	\$10,000	\$10,000	\$10,000			\$10,000
71	Technical Theatre Manager - (e.g., college intern for 20 shows per year, estimated at \$200/show)	\$4,000	\$4,000	\$4,000			\$4,000
72	Refurbish Auditorium Chairs - (320 chairs @ \$200.50/chart)	\$64,160					
73	Replace Auditorium Rear Curtain - (two panels, rear traveler walk along, 21 ounce velour curtain with new clamps and hang points, installed)	\$4,000					
74	Refurbish Auditorium Stage Floor - (44ft x 38 ft-1672sq. Ft. at \$10.00 square ft.)	\$16,720					
75	Replace Auditorium Carpet - (e.g., estimated cost by local carpet business)	\$4,669					
76	Auditorium Stage Lighting - (remove, test and replace as needed lighting fixtures, distribution rigging, stops, new front house drop boxes, and electrical circuits)	\$57,000					
77	Auditorium Floor Lighting - (360' of LED low voltage auditorium aisle lighting @ \$8.00 per ft., trans-formers, labor and installation)	\$5,080					
78	Lobby Entry Enhancement - (enhance lobby flooring to represent school's theme estimated \$8000)		\$8,000				
79	Chorus - (Ruggiero's piano tuning)	\$350	\$350	\$350			\$350

	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3				
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)			
80	World Dance Resident Artist - (Garth Fagan Dance Company Performance & Stew art Theatre. Lecture demonstration, two master classes, and two video talks)	\$24,500		
81	World Dance Resident Artist - (Alvin Ailey Yr 2)		\$5,000	
82	World Dance Resident Artist - (Parsons Dance Company Yr 3)			\$5,000
83	Winterguard Instructor - (design show, run practices, schedule performances)	\$3,500	\$3,500	\$3,500
84	Winterguard Assistant Instructor - (assist design with shows, run practices, schedule performances)	\$1,750	\$1,750	\$1,750
85	Atlantic Indoor Association - (membership and contest fees)	\$500	\$500	\$500
86	Studio Music Lessons with instructors - (100 students taking 30 minute sessions @ \$20/lesson)	\$72,000	\$72,000	\$72,000
87	Visual Arts Annual Gala Night - (\$60/hour for auditorium rental fee, \$10/per hour for staff)	\$1,050	\$1,050	\$1,050
88	Dance Choreographer Artist Residence - (Mark Dandy & Gabe Mason, \$7,500 per individual, one in Yr 2 and one in Yr 3)		\$7,500	\$7,500
89	Dr. Joseph Aicher - (NCCU professor researching EOC scores)	\$600	\$600	\$600
90	Patricia Training - (2 day trainings for Phase 1 and 2 day training for Phase 2 by National Pasadena Center trainer, \$500/day; Phase 1 (35 faculty) yr. 1, Phase I & II (70 faculty yr. 2 & yr. 3 and training materials @200/person)	\$1,700	\$3,400	\$3,400
91	Ruby Payne Training - (National Trainer for new faculty only)	\$4,000	\$4,000	\$4,000
92	Marketing/Recruiting Materials - (create Project Renaissance brochures, DVD, & design learning spaces in the entry hall, updating lobby and hallways to reflect the significantly revised theme)	\$20,000	\$10,000	\$10,000
93		\$297,579	\$133,650	\$125,650
94	OTHER			
95	NC Museum of Art visits - (student admissions at \$10/student, 30 students/trip, 6 trips/yr)	\$1,800	\$1,800	\$1,800
96	American Dance Festival - (student admissions at \$30/student, 120 students/yr)	\$3,600	\$3,600	\$3,600
97	Professional Theatre Productions - (ten students per Yr;\$80/ticket)	\$800	\$800	\$800
98		\$6,200	\$6,200	\$6,200
99	TRAINING			
100				
101				
102		\$0	\$0	\$0
103				
104				
105	Direct Costs	\$1,058,558	\$637,954	\$596,658
106	Includes all subtotals			
107				
108	Indirect Costs	\$45,611	\$28,293	\$26,462
109	@4.35% of all subtotals except Equipment Costs			
110				
111	Total	\$1,104,169	\$666,247	\$623,120
112	Direct and Indirect			
113				
114	Three Year Project Total for Garner High School	\$2,393,536		

(b)(4)

(b)(4)

Magnet Schools Assistance Program				
Salary estimates are based on the WCPSS 2006-2007 salary schedules with cost of living increases estimated for each year, and will according to the qualifications of the individual				
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10	(b)(4)
PERSONNEL				
1.0 FTE Site Coordinator - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 12 MOE, 3% cost of living raise)	\$58,572	\$61,793	\$64,883	(b)(4)
1.0 FTE Technology Coordinator/Teacher - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 12 MOE, 3% cost of living raise)	\$53,019	\$55,935	\$58,732	(b)(4)
1.0 FTE French Teacher - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$53,019	\$55,935	\$58,732	(b)(4)
1.0 FTE Site Base Translator/ Hispanic Community Liaison - (WCPSS BA level, 0 - 5 Years experience in marketing, 12 MOE)	\$40,972	\$43,225	\$45,386	(b)(4)
ABC Incentive Award Pay - (WCPSS school-based faculty pay of \$1500 to cover the potential bonus if their school achieves "exemplary" status under the state's ABCs accountability system)	\$6,000	\$6,000	\$6,000	(b)(4)
Stipends for Mentor Training - (ten mentors for five days @ \$150 per day)	\$7,500	\$7,500	\$7,500	(b)(4)
Extra Duty for After School Arts Workshop - (four faculty/ four @ one-hour/day for 16 weeks/yr @ \$30 per hour)	\$7,680	\$7,680	\$7,680	(b)(4)
Extra Duty for Curriculum Development - (one interdisciplinary unit per year, 1 coordinator at \$25/hr for 40hrs, with five faculty at \$20/hr for 35hrs/faculty)	\$4,500	\$4,500	\$4,500	(b)(4)
Substitutes for Professional Development - (fifteen substitutes/yr for National Board; 30 subs/yr for professional development @ 105 per sub day)	\$4,725	\$4,961	\$5,209	(b)(4)
	\$235,987	\$247,529	\$258,622	(b)(4)
FRINGE BENEFITS				
FICA on all personnel lines @ 7.65%	\$18,053	\$18,936	\$19,785	(b)(4)
Workmans Comp on all personnel lines @ 0.3%	\$708	\$743	\$776	(b)(4)
Retirement on all personnel lines except substitutes @ 7.14% in 2007-08; 7.14% in 2008-09; 7.14% in 2009-10	\$16,191	\$16,998	\$17,772	(b)(4)
Hospitalization for each FTE @ \$4,047 in year 2007-08; \$4,249 in 2008-09; \$4,461 in 2009-10	\$16,188	\$16,996	\$17,844	(b)(4)
Dental for each FTE @ \$232 in year 2007-08; \$232 in 2008-09; \$232 in 2009-10	\$928	\$928	\$928	(b)(4)
	\$52,668	\$54,601	\$57,105	(b)(4)
TRAVEL				
Local Travel - Site Coordinator: (based on 250 miles/mo for 12 mos @ \$0.485 per mile Yr 1, with 3% rate increase Yr 2 and Yr 3)	\$1,455	\$1,499	\$1,544	(b)(4)

	Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)			
Local Travel - Hispanic Community liaison (based on 250 miles/mo for 10 mos @ \$0.485/mi Yr 1, with 3% rate increase Yr 2 and Yr 3)	\$1,213	\$1,249	\$1,286
Local Travel - World View Spring Seminars - (through UNC at Chapel Hill: 4 faculty each year @ \$425/team of four for registration, travel, lodging, and per diem)	\$425	\$425	\$425
Local Travel - World View Fall Symposium (through UNC at Chapel Hill: 4 faculty each year @ \$425/team of 4)	\$425	\$425	\$425
National Travel - IB Personal Project Training - (five faculty each year @ \$1,700/person: includes airfare, ground transportation, registration, lodging, and per diem with 3% increase Yr.2 and Yr.3)	\$8,500	\$8,755	\$9,018
National Travel - Site Coordinator and One faculty member - (Magnet Schools of America's National Conference: includes airfare, ground transportation, registration, lodging, and per diem with 3% increase Yr 2 and Yr 3)	\$3,400	\$3,502	\$3,607
National Travel - Project Zero Classroom Training Harvard University - (five faculty per year at \$2480/faculty includes registration & lodging, plus airfare and per diem at \$490/faculty)	\$14,850	\$14,850	\$14,850
National Travel - IB Arts training: (two arts faculty for Level II training Yr.1, two arts faculty for Level III training Yr.2, two arts faculty for Specialty Topic Yr.3 @ 1,700 / person, includes registration, airfare, lodging and per diem)	\$3,400	\$3,400	\$3,400
National Travel - Holocaust Museum (whole faculty @ \$500/ one day bus round trip Yr 2)		\$7,000	
International Travel - Center for International Understanding, NC In the World, Mexico School Partnership: (two faculty @ \$2,750/person Yr 1, Yr 2 & Yr 3 with 3% increase in Yr 2 and Yr 3)	\$5,500	\$5,665	\$5,835
International Travel - Center for International Understanding, Latino Initiative for Educators - (two faculty Yr 1 @ \$3,600/per person for a ten day study in Mexico, 2/day orientation seminar, cost of follow up workshop: 1 faculty Yr 2 @ \$4,000 and 1 faculty in and Yr 3 @ \$4,250)	\$7,200	\$4,000	\$4,250
International Travel - World View International Study visit - (two faculty each year traveling to world destinations [e.g., India, Brazil, Senegal, Turkey], estimated at \$3,500 per faculty in Yr 1, \$3,750 per faculty in Yr 2, \$4,000 per faculty in Yr 3 including travel, lodging, registration, per diem)	\$7,000	\$7,500	\$8,000
	\$53,368	\$58,270	\$52,640
	Travel Subtotal		
EQUIPMENT (Unit price of \$5000 or greater)			
Wireless access points infrastructure	\$0	\$220,000	\$0
Linux servers - (Quad Core Duo with 8 GigB ram, 2 TB Raid, gigabyte X 4, 1 per year, estimated at \$10,479/unit, Yrs 2 and 3)	\$0	\$10,479	\$10,479
Language Lab - Stationary (e.g., headsets w/microphones, functional sound cards, sound/recording & editing software, estimated at \$7,000)	\$7,000	\$0	\$0
Baby Grand piano (estimated at \$15,000)	0	\$15,000	0
Mylar Dance Floor (estimated at \$6,000)	0	\$6,000	0

	Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)			
Language Lab - Mobile (one unit, e.g., Mobile Digital Spectrum console includes: one 6-channel console with two cd players, one tape player, wireless communication and thirty five student headsets, etc.)	\$22,000		
Equipment Subtotal	\$29,000	\$251,479	\$10,479
SUPPLIES			
Site Coordinator, Technology Teacher, French Teacher materials, & Translator/Community Liaison - (e.g., four IBM Thinkpad X60 Tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" Touch Screen 80 GB HDD, gigabyte ethernet, wireless 802.11 a/b/g, 1 GB RAM, USB Portable Diskette Drive, fingerprint reader, MS One Note 2003, Adobe Photoshop Plus & Premier Elements, 3-year parts & labor depot warranty included digital four @ \$2471.00, four logitech V450 cordless laser mouse for notebooks 4 @ \$49.99, one canon powershot A550 digital camera, 512 MB secure digital card, targus camera case, one Canon ZR850 digital camcorder/bag/JVC mini DV digital tape @ \$499.00, One MacBook Pro, 2 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive @ \$5400 rpm, with 17" widescreen display, with backlit keyboard/mac OS, final cut express preinstalled software, AppleCare protection plan for MacBook Pro/PowerBook four @ \$3447.00, office software licenses such as Adobe Creative Suite with Acrobat Dreamweaver 8, four iMac and four IBM site license @ \$26.00/each, Symantec Client Security Anti virus protection site license @ \$21.41/each)	\$26,526	\$0	\$0
Mac Lab - (thirty iMac units, estimated at \$1,499/unit)	\$44,970	\$0	\$0
Mac Pros - (four units estimated at \$3,349)	\$13,396	\$0	\$0
iDVD and iMovie software - (Mac computer lab)	\$1,600	\$0	\$0
LCD projectors - (Sharp XGA Data Video Projector, 5 each year)	\$4,050	\$4,050	\$4,050
Digital Camera - (ten per year)	\$2,790	\$2,790	\$2,790
Dell Wireless Laptops - (thirty laptop per year)	\$63,480	\$63,480	\$63,480
Laptop Storage/Charging Cart - (two per year)	\$1,464	\$1,464	\$1,464
Color laser printer - (600 dpi x 600 dpi, Capacity 600 sheets., 31ppm)	\$3,800		
Digital Video Camera - (two per year, estimated at \$625/unit)	\$1,250	\$1,250	\$1,250
HP 3970 Scanner - (three per year)	\$258	\$258	\$258
GPS System Garmin cTrex Vista CX - (twenty five units, estimated at \$449/unit)	\$11,225	\$0	\$0
Cultural Learning Lobby - (small group cluster seating communities to access wireless network located in main lobby area)		\$10,000	
English/French/Spanish Dictionary/Thesaurus 800 @ \$20/unit Yr1 and 200 Yr. 2 and Yr. 3)	\$16,000	\$4,000	\$4,000
English/French/Spanish Materials - (e.g., maps, atlas, subscriptions, music collections, flags, board games, software)	\$6,000	\$12,000	\$8,000
Band Room and Auditorium Acoustic Panels	\$1,500	\$0	\$0
Software - (e.g., Adobe Photoshop CS2 9.0, 3D Studio Max, Macromedia, Digital music)		125000	
Music Materials - (e.g., composition software for music, musical instruments, lockers for musical instruments in Band Room, Choral Risers, Electric Keyboards for Music [class set of 30 units], Conductor's Podium, Production Scripts, Sheet Music)	\$25,700	\$13,000	\$13,000

	Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)			
Music Materials - (Winger posture chairs)	\$3,000	\$0	\$0
Dance Materials - (e.g., ballet barres for dance studio, lockers for dressing room in dance studio, movement creation software for dance, palates balls for dance studio, terra bands for dance studio, yoga mats for dance studio)	\$7,400	\$0	\$0
Theatre Materials - (e.g. Cyc for auditorium stage, scrim for auditorium stage, furniture for stage productions, gels for auditorium stage, gobos for auditorium stage, lights and accessories for auditorium, production poster display boards, set-construction supplies, sewing machines, wardrobes and costumes)	\$17,400	\$11,000	\$11,000
Art Materials - (e.g., basic hardware tools [hammer, nails, etc.], display easels, electric sanders, portable art exhibition panels, power drills, pre-cut mat board for exhibitions, railboard/posterboard for exhibitions, exhibition frames, visual art supplies)	\$16,900	\$15,000	\$15,000
School-wide interdisciplinary student book study groups - (e.g., The Tempest, They Poured Fire on Us From the Sky, etc.; one book per year, 1,100 books for students and staff, estimated at \$12/book)	\$13,200	\$13,200	\$13,200
Center for International Understanding Mexico Partnership - (microphone and headset, webcam combo; 20 combo sets @ \$50/per combo, 5 replacements Yr 2 and Yr 3, web conferencing technology licensing @ 7500 per year)	\$8,500	\$7,750	\$7,750
Language Exploration course materials - (e.g., language explorer software, language adventure software, 101 languages of the world software, transparent language complete learning suite, vocabulary companion software)	\$4,000	\$4,000	\$0
Supplies Subtotal	\$294,409	\$288,242	\$145,242
CONTRACTUAL			
Burning Coal Theatre Company - (guest director, mainstage show, production costs)	\$10,000	\$10,000	\$10,000
Artist Residencies - (e.g., African pottery artist, Yr 1 Chuck Davis dance Yr 2, North Carolina Center for South Asian Studies Yr 3, one artist per year, estimated per artist)	\$3,500	\$10,000	\$3,500
Mac Lab Technical Support - (provide technical support; estimated at \$110/hr, 2 hrs/wk, 40wks/year)	\$8,800	\$8,800	\$8,800
Contractual Subtotal	\$22,300	\$28,800	\$22,300

Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)		Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
OTHER				
Local Museum visits - (e.g., Theatre Performances @ Raleigh Memorial Auditorium, Holocaust Museum, Exploris, and Akland student admissions at \$10/student, 100 students/trip, 3 trips/yr)		\$3,000	\$3,000	\$3,000
Other Subtotal		\$3,000	\$3,000	\$3,000
TRAINING				
Training Subtotal		\$0	\$0	\$0
Direct Costs				
<i>Includes all subtotals</i>		\$690,132	\$931,921	\$549,388
Indirect Costs				
<i>@4.4350% of all subtotals except Equipment Costs</i>		\$29,321	\$30,178	\$23,901
Total				
<i>Direct and Indirect</i>		\$719,453	\$962,099	\$573,289
Three Year Project Total East Garner		\$2,254,841		

**Magnet Schools Assistance Program
Project Renaissance Budget Detail Summary**

	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
PERSONNEL			
Central Office	\$ 249,289	\$ 255,521	\$ 260,633
Southeast Raleigh High	\$ 203,721	\$ 211,704	\$ 220,974
Gannett High	\$ 246,548	\$ 258,728	\$ 270,705
East Gannett Middle	\$ 235,987	\$ 247,529	\$ 258,622
Personnel Subtotal	\$ 935,545	\$ 973,482	\$ 1,010,934
FRINGE BENEFITS			
Central Office	\$ 54,983	\$ 56,737	\$ 58,101
Southeast Raleigh High	\$ 43,159	\$ 45,089	\$ 47,125
Gannett High	\$ 54,245	\$ 56,863	\$ 59,490
East Gannett Middle	\$ 52,068	\$ 54,601	\$ 57,105
Fringe Benefits Subtotal	\$ 204,455	\$ 213,290	\$ 222,821
TRAVEL			
Central Office	\$ 39,764	\$ 37,603	\$ 38,991
Southeast Raleigh High	\$ 21,855	\$ 22,001	\$ 17,051
Gannett High	\$ 70,347	\$ 38,553	\$ 47,453
East Gannett Middle	\$ 53,368	\$ 58,270	\$ 52,640
Travel Subtotal	\$ 185,334	\$ 156,427	\$ 156,135
EQUIPMENT			
Central Office	\$ -	\$ -	\$ -
Southeast Raleigh High	\$ 427,479	\$ 10,479	\$ 10,479
Gannett High	\$ 30,128	\$ -	\$ -
East Gannett Middle	\$ 29,000	\$ 251,479	\$ 10,479
Equipment Subtotal	\$ 486,607	\$ 261,958	\$ 20,958
SUPPLIES			
Central Office	\$ 105,689	\$ 53,378	\$ 52,939
Southeast Raleigh High	\$ 602,970	\$ 271,985	\$ 199,831
Gannett High	\$ 353,511	\$ 143,960	\$ 87,160
East Gannett Middle	\$ 294,409	\$ 288,242	\$ 145,242
Supplies Subtotal	\$ 1,356,579	\$ 757,565	\$ 485,172
CONTRACTUAL			
Central Office	\$ 47,500	\$ 29,500	\$ 26,500
Southeast Raleigh High	\$ 270,300	\$ 279,000	\$ 239,000
Gannett High	\$ 297,579	\$ 133,650	\$ 125,650
East Gannett Middle	\$ 22,300	\$ 28,800	\$ 22,300
Contractual Subtotal	\$ 637,679	\$ 470,950	\$ 413,450
OTHER			
Central Office	\$ -	\$ -	\$ -
Southeast Raleigh High	\$ 11,000	\$ 11,000	\$ 11,000
Gannett High	\$ 6,200	\$ 6,200	\$ 6,200

**Magnet Schools Assistance Program
Project Renaissance Budget Detail Summary**

	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
East Garner Middle	\$ 3,000	\$ 3,000	\$ 3,000
Other Subtotal	\$ 20,200	\$ 20,200	\$ 20,200
TRAINING (Included under contractual category)			
Central Office	\$ -	\$ -	\$ -
Southeast Raleigh High	\$ -	\$ -	\$ -
Garner High	\$ -	\$ -	\$ -
East Garner Middle	\$ -	\$ -	\$ -
Training Subtotal	\$ -	\$ -	\$ -
Direct Costs			
Central Office	\$ 497,225	\$ 432,739	\$ 437,164
Southeast Raleigh High	\$ 1,580,484	\$ 851,258	\$ 745,460
Garner High	\$ 1,058,558	\$ 637,954	\$ 596,658
East Garner Middle	\$ 690,132	\$ 931,921	\$ 549,388
Direct Costs Total	\$ 3,826,399	\$ 2,853,872	\$ 2,328,670
Indirect Costs			
Central Office	\$ 22,052	\$ 19,192	\$ 19,388
Southeast Raleigh High	\$ 51,136	\$ 37,289	\$ 32,596
Garner High	\$ 45,611	\$ 28,293	\$ 26,462
East Garner Middle	\$ 29,321	\$ 30,178	\$ 23,901
Indirect Costs Total	\$ 148,120	\$ 114,952	\$ 102,347
Total			
Central Office	\$ 519,277	\$ 451,931	\$ 456,552
Southeast Raleigh High	\$ 1,631,620	\$ 888,547	\$ 778,056
Garner High	\$ 1,104,169	\$ 666,247	\$ 623,120
East Garner Middle	\$ 719,453	\$ 962,099	\$ 573,289
Total	\$ 3,974,519	\$ 2,968,824	\$ 2,431,017
Thrice Year Project Total			
Central Office	\$ 9,374,360		
Southeast Raleigh High	\$ 1,427,760		
Garner High	\$ 3,298,223		
East Garner Middle	\$ 2,393,536		
East Garner Middle	\$ 2,254,841		

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE
PROGRAM**

CFDA # 84.165A

PR/Award # U165A070026

Grants.gov Tracking#: GRANT00253229

OMB No. 1855-0011, Expiration Date: 04/30/2007
Closing Date: APR 27, 2007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
--	--	---

* 3. Date Received: <input type="text" value="04/25/2007"/>	4. Applicant Identifier: <input type="text"/>
---	---

5a. Federal Entity Identifier: <input type="text" value="3704720"/>	* 5b. Federal Award Identifier: <input type="text"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
--	--

8. APPLICANT INFORMATION:

*** a. Legal Name:**

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-1137759"/>	* c. Organizational DUNS: <input type="text" value="075581884"/>
---	--

d. Address:

*** Street1:**
Street2:
*** City:**
County:
*** State:**
Province:
*** Country:**
*** Zip / Postal Code:**

e. Organizational Unit:

Department Name: <input type="text" value="Magnet Programs Office"/>	Division Name: <input type="text"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: *** First Name:**
Middle Name:
*** Last Name:**
Suffix:

Title:

Organizational Affiliation:

*** Telephone Number:** **Fax Number:**

*** Email:**

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Wake County Public Schools (K-12)

* 15. Descriptive Title of Applicant's Project:

RENAISSANCE: Expanding Opportunities for Student Success in the 21st Century

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="9,361,862.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

- Yes
- No

21. "By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

-- I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Authorized for Local Reproduction:

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

4250-Represented_Congressional_Districts.doc

Mime Type

application/msword

AdditionalProjectTitle

File Name

Mime Type

Represented Congressional Districts for Wake County Public School System

NC-002: Bob Etheridge

NC-004: David Price

NC-013: Brad Miller



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:
Wake County Public School System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 935,545	\$ 973,482	\$ 1,010,934	\$ 0	\$ 0	\$ 2,919,961
2. Fringe Benefits	\$ 204,455	\$ 213,290	\$ 221,821	\$ 0	\$ 0	\$ 639,566
3. Travel	\$ 185,334	\$ 156,427	\$ 156,135	\$ 0	\$ 0	\$ 497,896
4. Equipment	\$ 486,607	\$ 261,956	\$ 20,958	\$ 0	\$ 0	\$ 769,521
5. Supplies	\$ 1,356,579	\$ 757,565	\$ 485,172	\$ 0	\$ 0	\$ 2,599,316
6. Contractual	\$ 637,679	\$ 470,950	\$ 413,450	\$ 0	\$ 0	\$ 1,522,079
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20,200	\$ 20,200	\$ 20,200	\$ 0	\$ 0	\$ 60,600
9. Total Direct Costs (lines 1-8)	\$ 3,826,399	\$ 2,853,870	\$ 2,328,670	\$ 0	\$ 0	\$ 9,008,939
10. Indirect Costs*	\$ 148,120	\$ 114,954	\$ 89,849	\$ 0	\$ 0	\$ 352,923
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,974,519	\$ 2,968,824	\$ 2,418,519	\$ 0	\$ 0	\$ 9,361,862

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm dd yyyy)

Approving Federal agency: ED Other (please specify): NC Department of Public Instruction

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Wake County Public School System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Kim Yaman	* TITLE Superintendent
* APPLICANT ORGANIZATION Wake County Public School System	* DATE SUBMITTED 04-25-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Wake County Public School System</p> <p>* Address: 3600 Wake Forest Road</p> <p>Raleigh</p> <p>NC: North Carolina</p> <p>27611</p> <p>Congressional District, if known: NC-002</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NA</p> <p>NA</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA</p> <p>NA</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>* Signature: Kim Yaman</p> <p>* Name: Dr.</p> <p>Del</p> <p>Burns</p> <p>Title: Superintendent</p>	

	Telephone No.: 919-850-1606 Date: 04-25-2007
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

2593-FINAL_GEPA.doc

Mime Type

application/msword

GENERAL EDUCATION PROVISIONS ACT

The Wake County Public School System (WCPSS) Student Assignment Policy states: *The Wake County Public School System believes that maintaining diverse student populations in each school is critical to ensuring academic success for all students, and this belief is supported by research.* The WCPSS has in place policy, procedures, and training that ensure equal access and treatment for all participants in Project Renaissance. Further, WCPSS's nondiscrimination clause states:

"The Board shall not discriminate against any employee or applicant for employment because of race, creed, sex, age, religion, disability, or national origin. Neither the Board nor its agents and employees shall discriminate because of race, color, creed, sex, age, religion, disability, or national origin against any person or organization by refusing to furnish such person or organization services or privileges offered to or enjoyed by residents of Wake County nor shall the Board or its employees publicize the facilities provided hereunder in any manner that would directly or inferentially reflect negatively on the patronage of any person because of race, color, creed, sex, religion, disability, or national origin."

Just as important as a policy statement is the practice of an organization. Within WCPSS, training on diversity is offered systematically to all school district personnel. This training covers a broad range of diversity issues and comprises a process with three main components: 1) Awareness—both of self and others; 2) Skills—interpersonal, social/cultural, communicative, and organization; and 3) Knowledge—an increased understanding of values, beliefs, world views, and the day-to-day realities of other cultures.

Evidence of WCPSS's commitment to ensuring equal access and treatment is found in the district's student assignment policies, procedures, and practices, which apply to all magnet schools in the district, whether the magnets are funded with federal MSAP funds or with local funds. The district's student assignment policies, procedures, and practices make clear that all students are to have equal access to and treatment in its magnet programs, courses, and activities. All WCPSS students are eligible to apply for the district's magnet programs, and all parents are encouraged to apply for magnet programs for their children based on their children's interests and needs. Moreover, the district supports varied magnet school program themes, providing parents access to many choices.

With policy and practices in place, Project Renaissance recognizes potential barriers to equitable access to and participation in program activities. WCPSS is proactive in ensuring equal access and treatment for students; and district policies, procedures, and practices satisfy the required Section 427 of the U.S. Dept. of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (P.L. 103-382).

The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All WCPSS program strategies and curricula are inspected for these barriers. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

Elimination of Possible Gender Barriers: Proactive measures are taken within WCPSS to ensure that both male and female students have equal access to and treatment in all areas of

school life, specifically in courses or activities that are traditionally underrepresented by either of the sexes. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Girls are encouraged to enroll in mathematics, science, and technology courses, and boys are encouraged to excel in language arts and foreign languages. Girls participate in “rough” sports such as football, soccer, and basketball and play traditionally masculine band instruments such as the French horn, trombone, and drums. Similarly, boys participate in gymnastics, become cheerleaders, and play the flute or clarinet. Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success. Boys and girls will have equitable access to all courses provided at the three Renaissance schools, including new courses to be developed in the course of significantly revising these programs.

Elimination of Possible Racial Barriers: In January 2000 the Wake County Board of Education adopted a significant revision to its Student Assignment Policy, removing race of the student from any consideration in student assignment decisions. This race-neutral policy ensures that all students have the same access to school programs regardless of race. Most significantly, this race-neutral policy ensures that all applicants to magnet school programs stand the same likelihood of being selected for the program regardless of race. All races will have equitable access to all program activities and courses. The magnet programs at the Renaissance schools, and throughout the district, are whole school programs and every student is eligible to participate. The reader is referred to the district’s voluntary desegregation plan and student assignment policies included with this proposal for more information.

Elimination of Possible National-Origin Barriers: Relative to the risk of underrepresentation in various programs, courses, and activities attributed to the national origin of the student, the district has policies and practices currently in place to ensure the elimination of national-origin barriers. With the increasing number of culturally diverse families within Wake County, coupled with the district's nondiscrimination policy, culturally diverse staff and students are becoming significantly more represented within WCPSS. Steps are taken to ensure that culturally diverse students have equal access and treatment in all school programs, courses and activities and that these students have every opportunity for success. In the WCPSS Community Services Center and the English as a Second Language (ESL) Department, a number of staff members provide interpretation services for students with language barriers. Further, WCPSS has a highly reputable ESL program led in the Central Office by Dr. Tim Hart, and this program functions at more than 40 of the district's schools. The ESL program is expanding yearly to accommodate the growth within the student body and to eliminate the possibility of underrepresentation attributed to national origin.

Elimination of Possible Color Barriers: Equal access and treatment for all students in every school program, course and activity – regardless of color – is ensured through the district's antidiscrimination policy and Student Assignment Policy. The race-/color-neutral policy ensures that all students have the same opportunities to follow their interests and needs, and have the same opportunities for success. Multiracial coding is also available to students and parents, further reducing any perception of a barrier related to racial identification. Further, as mentioned above, cultural diversity training is provided to staff of all WCPSS schools.

Elimination of Possible Disability Barriers: WCPSS has a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the

elimination of possible disability barriers within the schools' programs, courses, and activities.

WCPSS adheres strictly to the provisions outlined in the Americans with Disabilities Act, as well as to the WCPSS antidiscrimination policy, which specifically states that no person shall be discriminated against because of disability.

WCPSS has an extensive Special Education Department that addresses the special needs of all students in the school system — from hearing- and/or vision-impaired students to students with varying levels of learning disabilities to gifted students. The program reaches all schools in WCPSS. Bob Sturey is the senior director of Special Education Services at the Central Office, and Dr. Carol Rahmani is the senior director of Related Services. Offices within these two departments include Audiology, Speech and Hearing, Visually Impaired, Occupational and Physical Therapy, Speech/Language Therapy, Behaviorally and Educationally Handicapped Case Management, Psychological Services, and Special Education Preschool Services. Services provided to special educational and otherwise disabled students are done so in the least restrictive environment for the student.

By combining services and policy (e.g., Special Education, Related Services, Americans with Disabilities Act, the WCPSS Student Assignment Policy, and Wake County's antidiscrimination policy), it is apparent that WCPSS is taking all necessary steps to eliminate possible disability barriers. WCPSS ensures that all disabled students in the district are eligible to apply for the district's magnet programs, and all parents are encouraged to apply for magnet programs for their children based on their children's interests and needs. The multiplicity of magnet themes in the district and the extensive network of special educational services at magnet schools provide multiple options to participate.

Elimination of Possible Age Barriers: Educational services are provided for students as appropriate from preschool through age 21. WCPSS takes proactive measures to ensure equal access and treatment to students in all programs, courses, and activities, regardless of age. The WCPSS plan of operation ensures that age barriers are eliminated for traditionally underrepresented groups and individuals through the district's antidiscrimination policy.

Elimination of Other Possible Barriers: Among other possible barriers, academic proficiency is a possible example, and it is most significant that the district has never used selection or admission criteria such as academic examinations for any of its magnet programs. This is true even for the Gifted and Talented magnet programs, where all students are considered to have unique gifts and talents. In all of its application and recruitment materials for magnet schools, the district states that all students in the district are eligible for magnet programs and that no academic or performance standards, academic examinations, grade-point averages, or teacher recommendations are used in determining whether students are admitted to magnet programs. While the district has set a guideline for every school to have no greater than 25% of its enrollment performing below grade level, academic achievement is not a factor in the lottery selection process for individual students applying to a magnet school program.

Additional proactive measures that the district is taking to eliminate academic proficiency as a barrier to equal access and treatment include the Accelerated Learning Program (ALP) initiative, which provides as many as 20 extra days of instruction per year for students achieving below grade level. The ALP program is purposely designed to assist students to achieve at grade level and meet state competency content and performance standards.

Insofar as religion of the student and/or family could be a possible barrier to equal access and treatment in school programs, courses or activities, efforts are made to eliminate any such factor

that could cause underrepresentation. The school calendar, for instance, is set each year only after taking into consideration major holidays of all religions. Equitable access is further provided through optional provisions that are made for students when parents ask that their child not participate in an activity under certain circumstances, including religious reasons.

Transportation can sometimes become a barrier to participation; however, public transportation within WCPSS is available to all students within the county, using state and local funds. Students can attend one of many schools within the district, depending upon their eligibility and acceptance.

WCPSS programs, courses, and activities are evaluated by many district departments and offices, including the WCPSS Evaluation and Research Department. These evaluation activities help to determine if a program is underrepresented by one or more of the likely GEPA statutes of gender, race, national origin, color, disability, age, or other possible barrier. If such a determination is noticed, the underrepresentation within the program, course, or activity is identified, and the program management can take all necessary steps to ensure that measures are taken to eliminate any underrepresentation that might have been exposed.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Wake County Public School System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Del Middle Name:
* Last Name: Burns Suffix: * Title: Superintendent

* SIGNATURE: Kim Yaman * DATE: 04/25/2007
--

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Dr.

Kenneth

Branch

*** Address:**

3600 Wake Forest Road

P.O. Box 28041

Wake

County

Raleigh

NC: North Carolina

27611

USA: UNITED STATES

*** Phone Number:**

919-501-7900

Fax Number:

919-501-7923

Email:

kbranch@wcpss.net

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00253229

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **5808-FINAL_Abstract.doc**

PROJECT ABSTRACT

RENAISSANCE: Expanding Opportunities for Student Success in the 21st Century

The Wake County Public School System (WCPSS) is applying for a grant from the U.S. Department of Education's Magnet Schools Assistance Program (MSAP). WCPSS's goals include educating students to succeed in the competitive workplace of the present and future and developing life skills in students that prepare them to cope with ever-increasing globalization and a diverse society. To achieve these goals, the district will continue to create viable school choices for children, including those who attend schools that have not made Adequate Yearly Progress.

WCPSS's MSAP project for 2007-2010 significantly revises 3 existing magnet schools: Southeast Raleigh Magnet High School will implement project-based learning supported by an adaptation of the New Tech High School model, as well as strengthen students' leadership and life skills. Garner Magnet High School will add a cultural arts program to complement the existing International Baccalaureate (IB) model and will provide students with opportunities that develop awareness and appreciation for different cultures. East Garner Magnet Middle School will enhance its IB program with an electronic student portfolio and personal project, using an interdisciplinary approach to teaching through the arts and expanding intercultural awareness. Significant revisions in these schools will strengthen the district's ability to attract and maintain diverse school populations, increase the achievement of students who attend the project schools, and provide students with greater access to quality programs.

Selection of the schools in this grant application follows a thorough review of WCPSS's overall magnet program. Responding to the call for increased educational choices, considering the purposes of the MSAP, and analyzing school needs and issues, the selection committee identified these schools as the most appropriate choices. If granted, an MSAP award will enable WCPSS to prepare students with the skills necessary to succeed in the 21st century and will build capacity to offer broader choices to the citizens of Wake County.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **818-Mandatory_FINAL_Project_Renaissance_Program_Narrative.doc**

Attachment 2:

Title: Pages: Uploaded File: **4748-FINAL_Table_of_Contents.doc**

Attachment 3:

Title: Pages: Uploaded File: **2007-Job_Descriptions_and_Key_Personnel_Resumes.pdf**

Attachment 4:

Title: Pages: Uploaded File: **9993-FINAL_List_of_Tables_and_Figures.doc**

RENAISSANCE: EXPANDING OPPORTUNITIES FOR STUDENT SUCCESS IN THE 21ST CENTURY

Wake County Public School System's (WCPSS) proposal to the Magnet Schools Assistance Program (MSAP) is consistent with all six of the MSAP purposes, but without grant funding, WCPSS will not be able to implement Project Renaissance, designed to carry out significant revisions to three of the district's existing magnet schools.

WCPSS is a large, countywide and increasingly urbanized school district, enrolling more than 128,000 students in 2006-07. Enrollment is growing every year, and it is projected that the district will enroll an additional 40,000 students in the next five years. Districtwide, the percentage of minority students is also on the increase. In a district this size and with changing demographics, there is a need to continually strive to eliminate, reduce and prevent minority-group isolation in elementary and secondary schools (Purpose 1), as well as a need to provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards (Purpose 2). MSAP funding will help in this effort.

Significant revisions to three magnet programs—two high schools and one middle school—proposed in Project Renaissance will address MSAP Purposes 1 and 2 while also addressing corollary needs at the three schools to develop innovative educational methods and practices that promote diversity and increase choices in public education (Purpose 3), improve courses of instruction so that students' knowledge of academic subjects and attainment of marketable skills are strengthened (Purpose 4), provide extensive professional development for teachers that will improve capacity to sustain and continuously improve programs at the three magnet schools (Purpose 5), and ensure that *all* students at these schools have equitable access to high-quality educational opportunities (Purpose 6). MSAP assistance will help WCPSS address the six MSAP

purposes and the three MSAP performance measures while meeting the expectations of families and other community stakeholders for a high-quality educational program—one that meets the needs of all students.

WCPSS families have diverse needs, and the district’s students represent all income strata (with approximately 28% low income), all racial populations (with approximately 46% minority), many languages and dialects (with approximately 7% limited English proficient), and all handicapping conditions (with approximately 14% students with disabilities). All of these families have high expectations for their children, and meeting these expectations means ever-increasing demands on the limited school system budget.

County taxpayers and business leaders also have high expectations for WCPSS schools. Wake County citizens are of many opinions regarding their degree of support for public education—the community usually votes to support a bond issue, but once it did not. Regardless of how the community votes, taxpayers want to receive high value for their tax dollar. Business leaders in the county demand a world-class educational system to ensure a high-quality workforce and to fuel continued economic development in the region. To achieve the MSAP purposes, be fiscally accountable to citizens and business leaders, and carry out the WCPSS mission as a public educational institution, WCPSS has a great need for assistance.

Priority #1. *Need for assistance.* The Secretary evaluates the applicant’s needs for assistance under the MSAP regulations in 34 CFR Part 280, by considering—

As WCPSS grows, it faces a constant struggle to maintain healthy schools with a balance of diverse populations and continually rededicate the staff and system to helping *every* student meet increasingly higher standards of achievement. WCPSS embraces the principle to leave *no* child behind. To successfully carry out the significant revisions proposed, projections indicate that the

total cost (MSAP funding combined with district support) will approach \$13.75 million over the three-year performance period of the grant program when both MSAP funding and school district contributions are totaled.

Priority #1a. The cost of fully implementing the magnet schools project as proposed;

The cost estimation to fully implement Project Renaissance is based on funds that the WCPSS Magnet Programs Office will commit to the project and funds sought through this MSAP proposal. The following table indicates projections of this total cost by major category, including the district’s funds and MSAP funds that WCPSS seeks.

Table 01. Estimated Expenses for Project Renaissance by Cost Category: District + MSAP

	2007-08	2008-09	2009-10
Personnel and Fringe	(b)(4)		
Travel			
Equipment			
Supplies			
Contractual			
Other			
Indirect Costs			
TOTALS			

From the table above, it is apparent that the costs to implement this proposal are considerable, averaging more than \$4.5 million per year when the MSAP funding and district support are totaled. While the WCPSS Magnet Programs Office will invest resources into carrying out the significant revisions described in this proposal, these resources are insufficient to satisfactorily implement the proposal and accomplish MSAP objectives.

Priority #1b. The resources available to the applicant to carry out the project if funds under the program were not provided;

WCPSS dedicates existing resources to support its magnet schools program; however, these are not sufficient to implement this proposal if MSAP funds are not provided. Examples of existing resources include a Magnet Programs staff comprising a senior director for magnet programs and seven other staff members. Among these staff, one is charged with promotion and recruitment for all 36 WCPSS magnet programs, one coordinates staff development and curriculum development and oversees implementation of magnet themes at all magnet schools, one coordinates the International Baccalaureate Programme, and another has the responsibility of analyzing data and evaluating all magnet programs in the district. These Magnet Programs staff provide support to all 36 WCPSS magnet schools, including the three schools in this proposal.

Additionally, WCPSS maintains a two-story facility centrally located in the county and dedicated as a Magnet Resource Center. At the center, teachers take part in training programs and professional growth opportunities, family members visit and learn more about magnet offerings, and parent advisory committees meet to plan and support enhancements to the magnet programs. The center's capacities will support implementation of this proposal.

Among other existing resources, WCPSS has proactively maintained and renovated school facilities; the three schools in this proposal are comfortable, safe, and secure learning and working environments for students and staff. Facility enhancements described in this proposal will improve the attractiveness of these schools as magnets that must draw students to reduce racial and economic isolation. Also, each school has a technology infrastructure that supports student achievement and the current curricular foundation of the magnet themes. However, much of this technology was first provided in the late 1990s, and there have been inconsistent

replacements to this technology across the district in the years since. Here, too, enhancements to technology at the schools will improve the draw of the respective magnet programs.

Additionally, WCPSS devotes extra resources to each magnet school to make these programs attractive to students who are not in the schools' base attendance zones. For instance, WCPSS provides additional staff at magnet schools to supplement allocation formulas set for all schools. This is true for each school in this proposal: Southeast Raleigh Magnet High School (SRMHS), Garner Magnet High School (GMHS), and East Garner Magnet Middle School (EGMMS).

Presently, Magnet Programs allocates 121 additional months of employment at SRMHS to support the magnet program—the equivalent of 10-12 staff positions, depending on whether these positions are used as 10-, 11- or 12-month positions. At GMHS, the Magnet Programs Office allocates 62 additional months of employment, equating with 5-6 staff positions. At EGMMS, the office allocates 25.5 additional months of employment, equating with 4-5 staff positions. Months of employment allocated to all three schools for magnet positions total 208.5. These positions will be maintained throughout and beyond the MSAP grant performance period.

Along with staff positions, the Magnet Programs Office also commits resources in support of travel, materials, and supplies. Table 02 indicates the estimated value of resources that the Magnet Programs Office will commit to the three project schools during the performance period of this grant program. Personnel expenses are based on 208.5 months of employment and 15 years of experience for a typical teacher with a bachelor's degree in the 2006-07 school year, with a 3% cost-of-living increase factored into subsequent years. These figures are above/beyond the levels that the school district allocates to every high school.

Table 02. Estimated Expenses for Project Renaissance by Cost Category: District

	2007-08	2008-09	2009-10
Personnel and Fringe	(b)(4)		
Travel			
Equipment			
Supplies			
Contractual			
Other			
Training Stipends			
Indirect Costs			
TOTALS			

When fiscal resources dedicated to support all 36 magnet schools in the district are totaled, it is apparent that WCPSS’s Magnet Programs Office devotes considerable resources to its magnet programs. However, resources of both the Magnet Programs Office and the district overall are stretched thin—at the district level to keep up with building new schools and accommodating the growing numbers of students, and at the Magnet Programs Office to support the programs at all 36 magnet schools. The challenges of significantly revising the programs described in this proposal require greater resources, well exceeding those currently available to the school district and its Magnet Programs Office.

Priority #1c. The extent to which the costs of the project exceed the applicant’s resources:

The cost of implementing this proposal greatly exceeds WCPSS’s current resources. Presently, any additional district resources appropriated by the county from year to year are largely absorbed by the expense of building new schools, staffing new schools, and other

expenses associated with changing student demographic trends (e.g., increasing numbers of limited-English-proficient students, increasing percentage of low-income students, increasing identification of special-needs students). To carry out the significant revisions in this proposal, it is necessary to provide additional staffing; conduct extensive professional development; enhance facilities; refresh outdated technology, performing arts instrumentation, and instructional materials; and revise curricular offerings—all of which must be done in the context of the most current knowledge of school reform.

Absent substantial financial assistance to maintain attractive programs, these schools may not be able to withstand pressures to resegregate. All three schools had greater than 50% minority-group membership on the 20th day of the 2006-07 year and, in the absence of significant revisions to these programs to date, minority-group enrollment is expected to rise at all three schools in the 2007-08 school year. To meet the Project Renaissance goal to *reduce* minority-group isolation at the three project schools beyond levels seen in the 2006-07 year, the significant revisions proposed must prove to be powerful magnets to students across the county. Carrying out the significant revisions planned in this proposal well exceeds existing resources; the extent to which this is true is indicated in Table 3, showing the MSAP funds that are requested in this grant proposal.

Table 03. Estimated Expenses for Project Renaissance by Cost Category: MSAP Grant

	Year 1	Year 2	Year 3
Personnel and Fringe	\$1,140,000	\$1,186,772	\$1,232,755
Travel	\$185,334	\$156,427	\$156,135
Equipment	\$486,607	\$261,958	\$20,958
Supplies	\$1,356,579	\$757,565	\$485,172
Contractual	\$637,679	\$470,950	\$413,450
Other	\$20,200	\$20,200	\$20,200
Indirect Costs	\$148,120	\$114,952	\$102,347
TOTALS	\$3,974,519	\$2,968,824	\$2,431,017

The estimated costs of fully implementing magnet programs at the three project school are approximately \$13.7 million over the three-year performance period of the grant program. In no single year does the request for MSAP funding exceed \$4 million. Of the total amount, the school district is able to support approximately \$4.4 million (31.8%), and this application requests the remainder (approximately \$9.4 million, or 68.2%) from MSAP funding. It is apparent that funding to significantly revise the three magnet programs greatly exceeds WCPSS resources.

Priority #1d. The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project—e.g., type of program proposed, the location of the magnet school within the LEA—impacts on the applicant’s ability to successfully carry out the approved plan.

If funded, the MSAP program will allow the district to significantly revise three magnet

programs and have a positive impact on more than 350 staff members and more than 5,000 students at these schools annually over the three-year performance period of the MSAP grant. Themes in the three schools are being revised for the purpose of strengthening their effectiveness in attracting appropriate numbers of viable applicants, eliminating overlap of concepts that tend to confuse potential magnet families, replacing or upgrading offerings that are no longer unique among magnet programs, and raising the bar to provide models for outstanding and innovative school programs. The following paragraphs demonstrate some of the considerable challenges that face WCPSS in carrying out the proposed plans for these schools.

WCPSS serves a large geographic area encompassing 864 square miles. The U.S. Fourth District Court declared unitary status for the merged Raleigh City and Wake County school systems in 1976, forming the basis for the district's voluntary desegregation plan. In 1982 the district significantly expanded magnet schools to establish a "schools of choice" magnet network to fill and racially balance inner-city schools by attracting nonminority students to those schools.

Challenges facing WCPSS as it proceeds in implementing the proposed significantly revised programs are 1) the difficulty of competing with the large number of magnet options, as well as private and charter school opportunities, 2) the convenience of attending brand-new, attractive schools in the neighborhoods of potential magnet clients, and 3) the continuing reality of racially isolated neighborhoods in Wake County. The three schools in this proposal are unique in a variety of ways, and each has different needs for significant revision to their magnet program.

Southeast Raleigh Magnet High School (SRMHS): Center for Leadership and

Technology: The introduction of a New Tech High School cohort, upgrades in technology, and a move towards leadership as defined by the Partnership for 21st Century Skills will be significant revisions to the existing leadership and technology magnet high school. The attraction to the

technology theme at SRMHS has diminished over time as newer high schools with newer technologies have opened in the high growth areas of the district. Also, the leadership theme needs clearer definition and relevance for students. The significant revisions to the theme at SRMHS will serve to increase the number of viable applicants to the magnet school and, in doing so, decrease the trend of minority-group isolation there.

Garner Magnet High School (GMHS): An International Baccalaureate Programme:

Developing rich international and arts opportunities that employ best practices and broad community support will be the focus of significant revisions to this International Baccalaureate (IB) high school. In addition, GMHS will expand its existing IB Middle Years Programme so that a larger, more diverse group of students will be prepared to enter the Diploma Programme. The IB program at GMHS has yet to attract enough viable student applicants to decrease minority-group isolation. Furthermore, the school experiences a significant dropout rate and lower academic performance than most other WCPSS high schools. Only a very small percentage of students currently apply for GMHS's IB Diploma Programme. International and arts opportunities will be created in such a way that students at the high school will find more relevance in the daily IB instructional program, gain support from the community beyond the school walls, apply to the Diploma Programme in increased numbers, and experience academic success at school. Over time, the revisions and the successes that follow will serve to increase the overall image of the school, thereby increasing its magnet attractiveness in the district.

East Garner Magnet Middle School (EGMMS): An International Baccalaureate Middle Years Programme: The significant revisions at EGMMS are similar to the revisions planned for GMHS in that the focus is on expanding the arts and offering extensive international opportunities to build intercultural awareness among staff and students. These components of IB

will be expanded through new interdisciplinary units of study in core classes that are developed based on inquiry instructional approaches implicit in IB philosophy. Teachers from all disciplines will be involved in creating the units. Additionally, MSAP funding will be used to create opportunities for international partnerships for both teachers and students. EGMMS is a feeder school to GMHS. The two neighboring schools both have student populations high in minority enrollment and below district standards for academic achievement. To strengthen alignment to the high school and overall program at EGMMS, IB areas of arts and internationalism will be expanded to improve interdisciplinary instruction, incorporate broad community support, increase academic achievement for students, and improve the attractiveness of the IB program at the school. Minority-group isolation will decrease as applications to the school increase. Over time, foundational academic experiences gained at EGMMS will increase the likelihood of success for students going on to GMHS.

Competitive Preference Priority 4. Expanding Capacity to Provide Choice.**This priority supports projects that will—**

Through implementation of Project Renaissance at the three schools described in this proposal, WCPSS will expand its capacity to offer students in low-performing schools the opportunity to attend a higher-performing school at SRMHS, while also including in the project two of the district's lower-performing schools, GMHS and EGMMS, to improve the quality of teaching and instruction in these schools.

Priority #4(1). Help parents whose children attend low-performing schools (that is, schools that have been identified for school improvement, corrective action, or restructuring under Title I of the ESEA) by--

Although the school district does not use Title I funding with middle or high schools, selection of the three Project Renaissance schools responds to this competitive priority as demonstrated by the text that follows.

Priority #4(1)(a). Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under this project and improving the quality of teaching and instruction in these schools; or

GMHS and EGMMS meet the federal definition of being low-performing schools when NCLB Adequate Yearly Progress (AYP) standards are applied to these schools. Although federal NCLB sanctions do not apply to these individual schools because they do not participate in Title I funding, their performance is factored into measuring the district's AYP achievement. The district failed to make AYP in the previous two school years, resulting in the district's entering school improvement in the 2006-07 school year.

In WCPSS, all Title I funding is devoted to selected elementary schools; no middle or high school participates in the Title I program or receives Title I funding. Regardless of Title I participation, WCPSS rigorously applies NCLB standards to all of its schools. The three schools in this project failed to meet AYP for one or both of the previous two school years, as indicated in Table 04. If WCPSS elected to devote Title I funds to middle and high schools, all three project schools would be eligible for Title I funds. In that case, two of the three schools (GMHS and EGMMS) would be in school improvement in the current 2006-07 school year, and the third (SRMHS) would be in jeopardy of entering school improvement in the 2007-08 school year.

Table 04. Adequate Yearly Progress Results by Project School for Two Years

School	Met AYP Standard?	
	2004-05 Year	2005-06 Year
Southeast Raleigh MHS	Yes	No
Garner MHS	No	No
East Garner MMS	No	No

All Wake County students who apply and are selected through the magnet selection process are eligible to attend SRMHS, one of the district’s higher-performing schools, while feeder patterns for GMHS and EGMMS are restricted to selected schools. Per these feeder patterns, students across the county in low-performing schools will have the opportunity to attend a high-performing school. Two low-performing schools are included among the three project schools. Providing resources and support for these schools will improve educational quality for all students, including those selected in the magnet lottery to attend these two schools. The Magnet Programs Office staff will identify 5th graders at low-performing elementary schools in EGMMS’s feeder pattern to recruit students to the significantly revised program at EGMMS.

Priority #4(1)(b). Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and thereby reduce minority-group isolation in the low-performing sending schools;

SRMHS is one of the district's higher-performing high schools, and including the school in Project Renaissance provides students across the entire county the opportunity to attend this school through the magnet schools' selection process. The feeder pattern for SRMHS includes all high schools in the district.

Priority #4(2). Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under this project.

WCPSS uses a variety of means to effectively inform parents with children attending low-performing schools about choices available to them through the district's magnet programs. For example, all elementary schools participating in the Title I programs must have a parental involvement component, including an annual public meeting and other flexible meetings, creating school-parent compacts, distributing materials and training, parent involvement in developing training programs, and school and district parental advisory councils. Among WCPSS elementary schools participating in the Title I program, these and other means of involving parents keep families informed of opportunities for school choice under Title I provisions as well as opportunities to participate in the magnet program that the school district administers. Elementary-level students in low-performing Title I schools will be fully informed of the opportunity to apply to all of the district's magnet middle schools, including EGMMS.

Additionally, the Magnet Programs Office in the district carries out many initiatives to

inform parents with children attending low-performing schools (Title I and otherwise) about opportunities to attend magnet schools. Magnet Programs staff will put in place an organized plan to target and recruit 5th graders at low-performing elementary schools to EGMMS, which in turn feeds to GMHS. In doing this, students at identified low-performing schools, Title I and otherwise, will be educated about the significantly revised and improved instructional programs at the two MSAP-funded magnet schools in Garner.

Time and funding will be spent developing marketing materials that provide information about the specific improvements to the magnet programs at EGMMS and GMHS, and these materials will be distributed to parents of students at the low-performing feeder schools. Furthermore, in the case of SRMHS, application is open to all WCPSS student and SRMHS is already a high-performing magnet school. WCPSS will undertake a campaign to increase awareness of the significantly revised and improved program at SRMHS and inform parents of students at low-performing schools so that families will be aware of the opportunity to attend Project Renaissance schools by magnet application or by transfer.

Priority 5. Experimental and Quasi-Experimental Evaluation Designs

WCPSS does not seek consideration under the invitational priority, Priority 5, but will be pleased to share results of a comprehensive magnet schools program evaluation that the district is currently conducting in the 2006-07 school year for all 36 magnet schools countywide. These results are expected to be compiled and published later in 2007.

280.31(a) Plan of Operation.

(1) The Secretary reviews each application to determine the quality of the plan of operation for the project.

The plan of operation for Project Renaissance provides an efficient and effective guide for implementation and administration of the project in each school. This section presents evidence that the plan will be well managed, with leaders and staff at the district level and at the three schools who are well qualified to carry out all aspects of the project. The text introduces key persons involved in project implementation and shows specific connections of each person to the district's higher administration. It shows how key people will implement the plan and discusses resources to implement the program efficiently—both those provided by the district and those sought from the Magnet Schools Assistance Program (MSAP). The plan of operation takes into account key features of Wake County and its rapidly growing school district, some of the challenges facing the district, the mission and goals of the Wake County Public School System (WCPSS), objectives developed for each school, and yearly benchmarks to determine steady progress toward achieving the MSAP purposes. A timeline of activities demonstrates in detail action steps that map movement toward successful implementation of the project and benefits that will come to the district as a result of this success.

ABOUT THE WAKE COUNTY PUBLIC SCHOOL SYSTEM

WCPSS sets high goals and maintains a focus on excellence in all schools, with continuous improvement in academic achievement its top priority. The district's excellent reputation has contributed significantly to the area's population increase and growth of business and industry. WCPSS is now the second largest school district in the state and the 21st largest school district in

the nation, with 128,070 students in membership on the 20th day of the 2006-07 school year—an unprecedented addition of 7,388 students since the 20th day of the previous year. The trend of enrolling an additional 7,000-9,000 students per year is expected to continue for the next decade or more. The 2006-07 school year opened with 150 school sites in the district; 36 (24%) of these are magnet schools. Magnet programs have made a powerful contribution to the continuing health of public education by promoting diversity in student enrollment throughout the district and by continually raising the bar for traditional schools.

WCPSS's visionary leadership is reflected in its mission: *The Wake County Public School System will educate each student to be a responsible and productive citizen who can effectively manage future challenges.* From this mission stem the goals established by the board of education. The district's Goal 2003, an initiative to boost student achievement, met with significant success, and Goal 2008 is even more ambitious: *WCPSS is committed to academic excellence. By 2008, 95 percent of students in grades 3 through 12 will be at or above grade level as measured by the State of North Carolina End-of-Grade (EOG) or End-of-Course (EOC) tests, and all student groups will demonstrate high growth.*

As a fundamental strategy for achieving its long-term plan for student success, WCPSS has been operating magnet schools for 29 years, since the 1977-78 school year—six years before the establishment of MSAP. Over the years, the district's magnet schools have grown in number and strength, and this MSAP proposal will enable WCPSS to significantly revise three existing magnet programs to build its capacity for continued growth and service to its students. This MSAP project, *Renaissance: Expanding Opportunities for Student Success in the 21st Century (Project Renaissance)*, leads the way for WCPSS's magnet schools to take the next steps toward establishing and maintaining a healthy and progressive school system.

On January 10, 2000, the school board adopted a new student assignment policy after directing the administration “to develop student assignment factors and priorities needed to maintain diverse student populations in our schools.” Presently, race of the student is not a variable used in the board's student assignment policy.

Among the variables the school board now uses in assigning attendance nodes to particular schools are the socioeconomic composition of a node (as measured by percentage of students in that node receiving free or reduced-price lunch, or FRL) and the academic achievement of students in a node (as measured by the percentage of students in a node performing below grade level on state-mandated EOG tests in grades 3-8). Presently, the board’s preferred standard for diversity in student enrollment is that the percentage of FRL students at any school to be no greater than 40% and the percentage of students performing below grade level at any school to be no greater than 20%. The board remains committed to maintaining diversity and supporting desegregation of schools, actively promoting and emphasizing the importance of magnet schools.

In May 1999, the board updated the guiding magnet schools principles established at the time of the WCPSS 1982-83 Schools of Choice plan. Magnet schools participating in this MSAP application adhere to the following guidelines:

- **Reduce high concentrations of poverty and support diverse populations:** promotion of positive character traits; respect for other cultures and beliefs; enrichment of learning experiences; providing learning opportunities for all students regardless of socioeconomic status and achievement
- **Maximize use of school facilities:** optimal use of facilities; in view of rapid enrollment increases, ensuring that all schools are used to their fullest capacity and that all students have access to appropriate programs

- **Provide expanded educational opportunities:** accommodating growth and changing demographics in Wake County; making unique programs accessible to all students; discovering and developing individual students’ gifts and talents; supporting increased variety of magnet themes, thus providing parents and students greater opportunities for choice; providing a wide selection of top-quality programs; attracting and retaining highly qualified personnel; raising standards for the entire district; continuing to search for excellent and innovative programs that meet the needs of all students

WCPSS has a record of success with the implementation of several MSAP projects over the past 20 years. Throughout the three-year grant cycle, project managers and district administrators will remain true to the purposes of the MSAP program and continually respond to management issues driven by the district’s mission, vision, and Goal 2008, and to the challenges that evolve from continuing growth in student population and changing demographic characteristics.

The following sections elaborate on the details of the management plan, descriptions of qualified administrators who will manage the project, and support and resources offered by the district in place to maintain efficient and effective management as the plan is fully implemented.

With its longstanding commitment to serving the needs of its diverse student population and its 30-year history of successful magnet programs, WCPSS is well prepared to implement the plan of operation developed for this proposal.

280.31(a) (2) The Secretary determines the extent to which the applicant demonstrates—
(i) The effectiveness of its management plan to ensure proper and efficient administration of the project.

THE PROJECT SCHOOLS

The selection of schools for participation in Project Renaissance developed over time through

a carefully crafted process. The need for serious middle and high school reform, for high-quality programs more open to underrepresented student populations, and for attractive programs in middle and high schools that will promote diversity and excellence in performance has spotlighted the three schools for significant revision.

Southeast Raleigh Magnet High School (SRMHS): SRMHS will significantly revise its magnet program to develop students' leadership skills for the 21st century, including collaborative problem solving, responsibility for self-learning, the ability to interact in diverse settings, and communication with global audiences. This revitalized magnet program will use technology as one of its tools to meet educational goals. An emphasis on project-based learning —modeled upon that developed by the New Tech Foundation in California — will promote a schoolwide teaching/learning environment where students are engaged in authentic learning and relevant experiences. Stephen Covey's *Seven Habits for Highly Effective People*, and David Langford's *Quality Learning* will provide the foundation for a new program of leadership and decision-making skills for 21st-century business and career opportunities. SRMHS will also partner with N.C. State University to offer students challenging, college-level course work in math and science through a pre-college summer program.

Garner Magnet High School (GMHS): GMHS's enhanced cultural arts program will support the fundamental concepts of the existing International Baccalaureate (IB) Middle Years Programme (IBMYP) and IB Diploma Programme (IBDP) while expanding educational opportunities for all students. This significantly revised program will develop students' awareness of and appreciation for different cultures through the arts and an expanded foreign language program. Students will choose from an increased offering of courses in dance, drama, music, and visual arts designed to develop their skills and talents. GMHS will also provide

opportunities for private after-school creative arts lessons, summer arts camps, interaction with professional artists, and presentations to local and county audiences.

East Garner Magnet Middle School (EGMMS): EGMMS will expand on its existing IBMYP program by using the arts department as a catalyst for developing interdisciplinary units of learning. This expansion at EGMMS will reinforce programs at Garner Magnet High School as students age up to higher grades. Schoolwide “essential questions” based on the IBMYP model and an annual full-scale arts production will lead and inspire students to explore and expound on context and culture. EGMMS will also expand teachers’ intercultural awareness through training with World View and the Center for International Understanding. The significantly revised program will also prepare students for effective participation in an economically, socially, and politically interdependent world by expanding foreign language opportunities and connecting with a sister school in a Latin American country. A Pre-Personal Project (PPP) will be added to the curriculum as a required activity for all 8th-grade students to develop communication skills, advanced technology skills, and accurate, detailed research skills. Students will store their PPP, along with a collection of their work from 6th through 8th grades, in their Electronic Portfolio, which will reflect the work they have done over time. In addition, students’ Electronic Portfolios can follow them to Garner Magnet High School as they continue the IB MYP program for years 4 and 5 (grades 9-10). Extensive staff development in technology, mentor training, professional learning communities, and poverty training will help staff implement these grant initiatives.

PROPER AND EFFICIENT ADMINISTRATION

WCPS ensures proper and efficient administration of the project by developing and implementing a carefully constructed management plan. The plan is manageable and designed to achieve intended outcomes as evidenced by these essential features:

1. **A comprehensive, districtwide leadership infrastructure**, as demonstrated in the organizational charts depicted in Figures 01, 02, and 03, which provides the best of two worlds: centrally based administrators who provide guidance to overall operations, and site-based leadership that offers flexibility to individual situations;
2. **A locally funded Magnet Programs Office placed high in the WCPSS organizational structure** and dedicated to development and enhancement of district magnet programs;
3. **A site-based leadership structure**—with area superintendents, school principals, school leadership teams, and MSAP grant-funded site coordinators—that ensures operations tailored to the unique needs of students at each school;
4. **Achievable goals and measurable outcomes** that stem from MSAP purposes and link to the expressed needs of the district;
5. **Specific management strategies that stem from project objectives**, as evidenced by a timeline of action steps set in place to ensure proper implementation of the project;
6. **A sound evaluation plan** that provides a structure for both summative and formative assessment, outlines annual benchmarks to demonstrate progress and ultimate success of the project, and provides feedback for continuous improvement processes;
7. **A detailed and carefully tailored budget** matched to the objectives of the project;
8. **The support of parent and other stakeholders**, both from within the district and from the outside community, including organizations dedicated to community well-being and improvement (e.g., Wake Education Partnership, Triangle Urban League, Strengthening the Black Family); and the greater community, as evidenced by letters of support and resolutions located in the Appendix.

In addition to these aspects of the plan of operation, the proper and efficient administration of

Project Renaissance is assured by the district's experience with and clear understanding of federal rules and regulations (e.g., MSAP guidelines, OMB A-87, EDGAR).

I. Districtwide Leadership: WCPSS is a large school district with four major divisions under the superintendent's leadership: Administrative Services, Auxiliary Services, Instructional Services, and Technology Services. Six area superintendents—each responsible for supervising operations in approximately 20-25 elementary, middle, and high schools divided regionally—also report directly to the superintendent. These divisions and individuals each have significant roles and responsibilities in supporting Project Renaissance.

Division for Administrative Services provides and supports quality resource management for WCPSS. This division recruits, develops, and retains quality employees whose vision and abilities support NCLB goals. The departments under this division are structured to provide schools with resources in a timely manner to support effective instruction. As head of the Administrative Services Division, the chief business officer maintains a proactive system to ensure compliance with local, state, and federal laws, policies, and procedures.

Division for Auxiliary Services provides quality facilities and support services to ensure safe, healthy, inviting, and optimal learning environments. The division provides a wide range of services, including buying land for school buildings, planning and facilitating construction of schools, developing strategic plans to address growth challenges, transporting students to schools in a safe and timely manner, keeping schools clean and well maintained, facilitating the efficient use of energy, providing healthy meals, making sure schools are environmentally healthy, and saving taxpayer dollars by promoting efficient operations and education. The chief facilities and operations officer for Auxiliary Services coordinates and supervises these services.

Division for Instructional Services works collaboratively with WCPSS customers to

promote and support effective instruction for all students. The division uses data and research to continuously improve instructional programs, staff training, and services to schools. The chief academic officer collaborates with community and school leaders in development, identification, and implementation of best practices for continuous improvement of instructional delivery and health of all schools. The Magnet Programs Office is supervised by the chief academic officer for the Instructional Services Division.

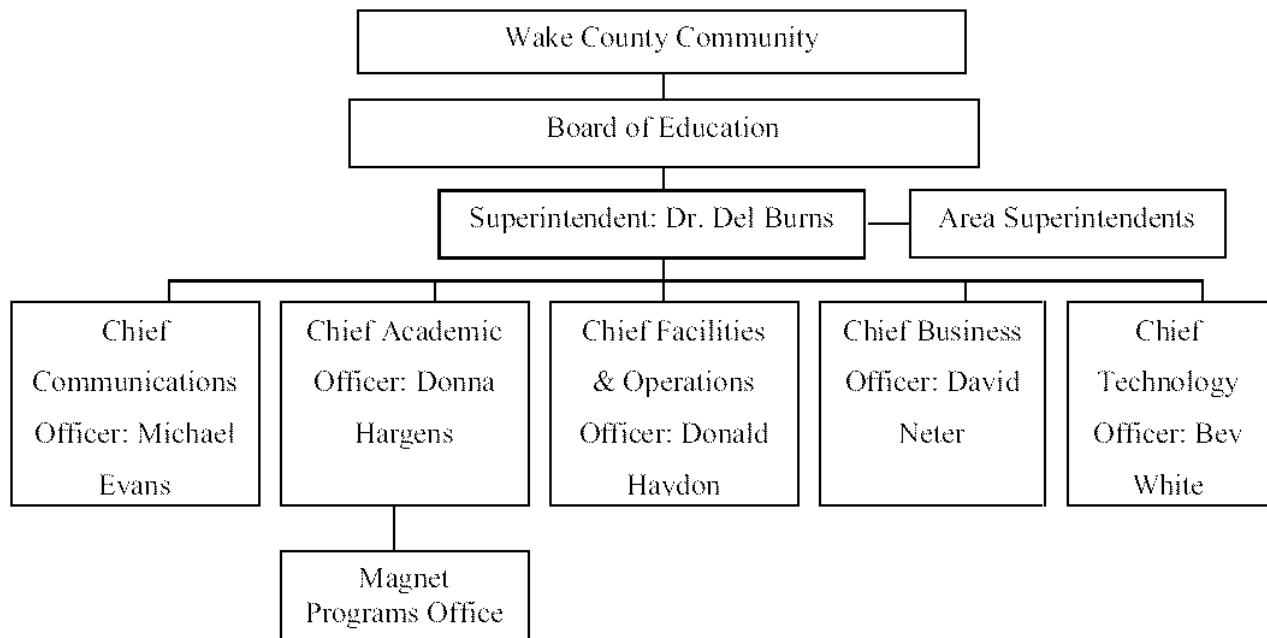
Division for Technology Services provides technology leadership, support and services for WCPSS while effectively and efficiently managing districtwide information resources and ensuring information security and integrity. The chief technology officer provides leadership for the following technology offices: Networking Services, Applications, Support Services, Information Systems, and Telecommunications.

Collectively, these major divisions in WCPSS will provide leadership and support to the management of Project Renaissance operations. Moreover, personnel in these divisions are experienced with federal grant programs.

The WCPSS **Budget and Accounting departments** are examples of departments that ensure proper and efficient accountability for project administration. The Budget Department develops and monitors the WCPSS budget and supports budgeting activities in Project Renaissance (e.g., training of budget managers, monitoring position control, maintaining chart of accounts, etc.). The Accounting Department reviews and pays all expenditures, receives and records revenues, and reconciles and reports all governmental fund types. Examples of support provided by these departments to Project Renaissance include pre-auditing all purchase orders; certifying all contracts for legality and availability of funds; using state purchasing contracts to find best prices; processing all payroll data using the state's Uniform Education Reporting System;

following the state's Uniform Budget Fiscal Control Act; accessing funds through the U.S. Department of Education's GAPS payment control system; complying with conditions of OMB Circulars A-102 and A-87; and completing annual audits in accordance with OMB Circular A-133.

Figure 01. WCPSS Organizational Chart Showing District Leadership



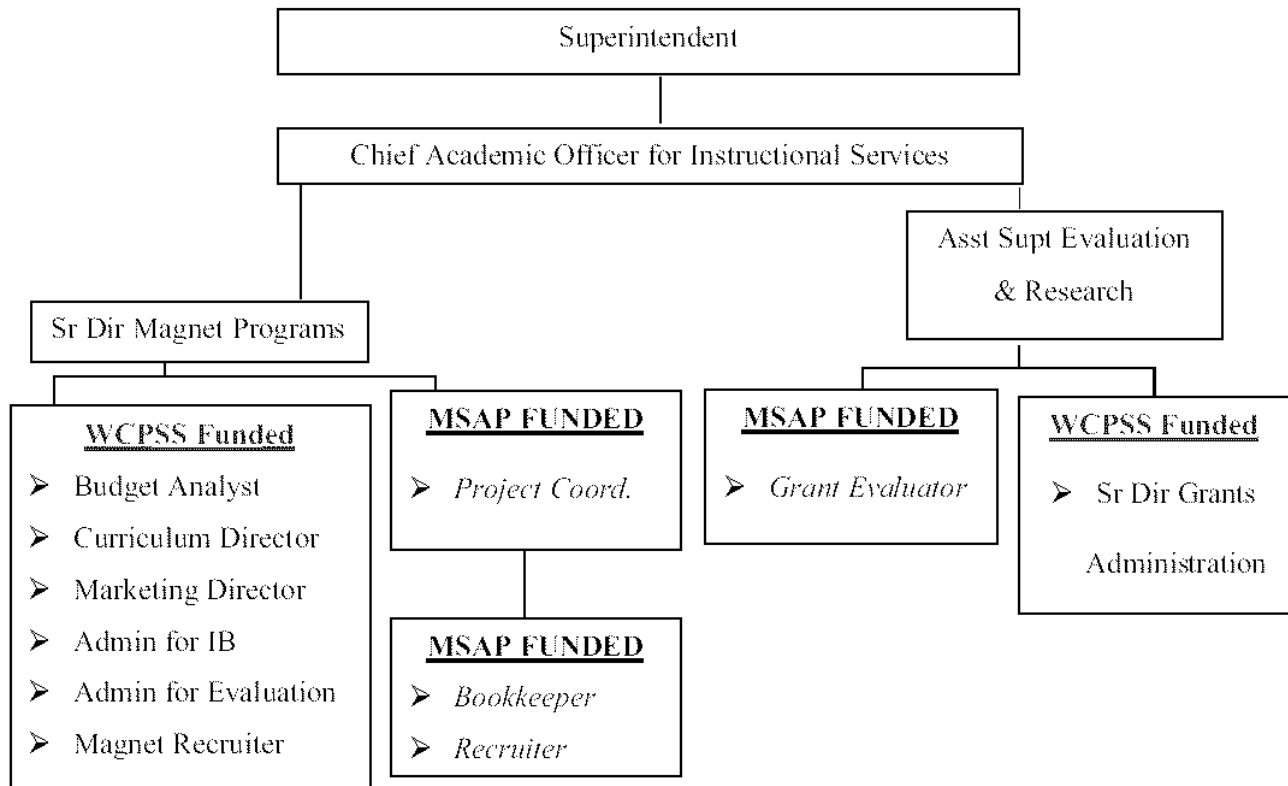
2. Locally Funded Magnet Programs Office: Dr. Kenneth Branch, senior director of the Magnet Programs Office, facilitates development, coordination, and enhancement of all WCPSS magnet programs, including Project Renaissance programs. Dr. Branch was previously principal at Centennial Campus University Connections and Leadership Magnet Middle School, a school he opened on the campus of N.C. State University. In developing this unique magnet theme, he initiated curriculum integration, differentiation of instruction, and a collaborative school culture among staff and students. He designed and put into practice a comprehensive program for a school-university partnership that includes each of the ten colleges of N.C. State University.

Dr. Branch's position in the district is locally funded, and seven locally funded magnet programs staff positions report directly to him. If funded by MSAP, three new positions in the grant (project director, bookkeeper, and recruiter) will also report to Dr. Branch.

In addition to Dr. Branch, locally funded staff in the district's Magnet Programs Office have extensive experience in design, implementation, and evaluation of magnet programs, including previously funded MSAP projects. The experience of local magnet staff ensures adequate staffing for successful implementation of a project of this magnitude. Please see Quality of Personnel for the qualifications and experience of individuals on the magnet staff.

Along with district personnel, leadership is provided to Project Renaissance by MSAP grant-funded positions that will be 100% dedicated to the success of the project. The following figure shows the placement of WCPSS Magnet Programs Office and central leadership positions planned for Project Renaissance. The four positions in italics are identified for Project Renaissance to be funded in this grant proposal: project coordinator, bookkeeper, recruiter, and evaluator. (Supervision for the bookkeeper and recruiter is provided by the MSAP-funded project coordinator; supervision for the evaluator's position is provided through WCPSS's Evaluation and Research Department, separate from the Magnet Programs Office, providing for the independent evaluation of Project Renaissance.)

Figure 02. WCPSS Organizational Chart Showing Magnet Office Administration



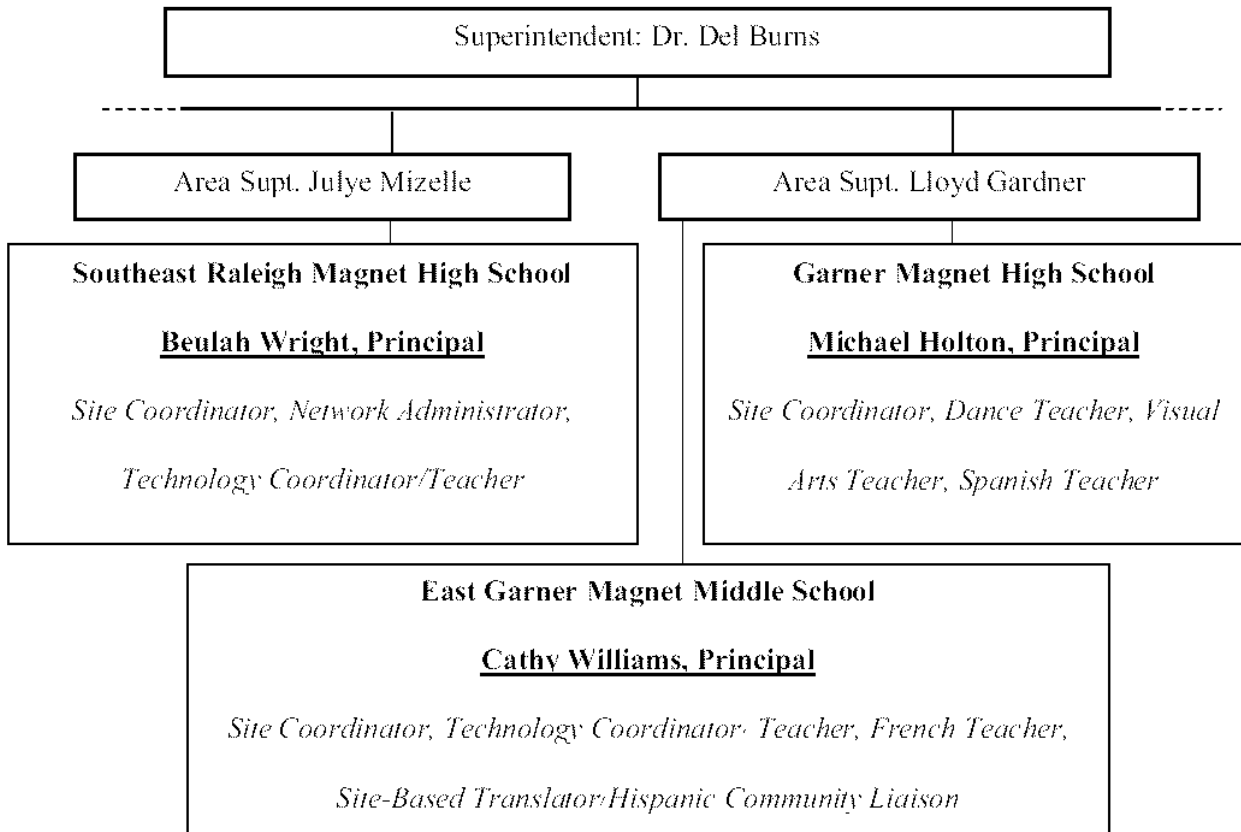
3. Site-based Leadership Supported by Districtwide Leadership Structure: Project

Renaissance utilizes centrally based leadership that ensures alignment with state and districtwide reform initiatives, and site-based leadership that provides the flexibility to respond to unique situations and varied needs of students at each school. Through the centrally based leadership of its Magnet Programs Office, the school district coordinates activities with site-based leadership that the district allocates each magnet school. Complementing this leadership in Project Renaissance, MSAP funding will permit the district to dedicate additional staff to significantly revise and expand magnet program offerings at the three schools.

The chart below identifies the area superintendents who provide supervision to the three project schools, principals at these schools, and staff positions to be funded in this MSAP award

(highlighted in italics). Federally funded staff positions in Project Renaissance will be fully certified positions, uniquely matched to the magnet theme at each school and dedicated for 100% of their time and effort to the project. These positions are listed on the chart under each school.

Figure 03. WCPSS Organizational Chart Showing Site-Based Leadership



4. Achievable Goals and Measurable Outcomes: The implementation of Project Renaissance will attain measurable outcomes resulting from meeting the objectives and benchmarks detailed in the evaluation plan. Project objectives and benchmarks were determined after a thorough analysis of school trends and district needs and were set to be challenging, yet attainable within the project period. The objectives are specific about the outcomes necessary to make Project Renaissance an effective program. The benchmarks provide specific interim annual standards against which progress can be monitored.

Outcomes for each school are aligned with the purposes and three performance measures described for MSAP and are in keeping with the district goal to raise student achievement and advance the value the district places on diverse student enrollment.

5. Management Strategies and Timeline: The proper and efficient administration of Project Renaissance is also assured by a thorough and detailed design of significant management activities. A summary of this plan is presented on the following pages and organized by five major processes: a) pre-grant activities; b) staffing; c) facility enhancement; d) promotional and student recruitment activities; and e) continuous improvement. Major activities associated with these processes are briefly summarized below:

a) Pre-grant Activities: Pre-grant activities are those that must occur prior to the beginning of the 2007-2008 school year in preparation for receiving an MSAP award. Pre-grant activities include the continuation of planning meetings, planning for marketing and recruitment for the revised magnet programs, receipt of applications and selection by lottery of students for these schools, planning staff development, and initiating the writing of curriculum.

b) Staffing: Staffing activities begin during the pre-grant period and recur every year of the grant. Staffing activities are chiefly the responsibility of the senior director of the Magnet Programs Office, the school principals, and the Renaissance project coordinator. Staffing activities involve posting positions; interviewing candidates; and hiring, supervising, and evaluating the performance of selected Project Renaissance personnel.

c) Facility enhancement: Enhancements to facilities at the three schools include redesigning and wiring classrooms to support the implementation of the New Tech program at SRMHS (phased in over three years), improvements to the GMHS auditorium, and installing stage lighting at GMHS to support expansion of the arts program. Facility improvements are budgeted

to begin in Year 1 for all three schools. In every instance, facility improvements have been coordinated with the district's Plan 2007-2010 for school renovations.

d) Promotional activities and student recruitment: Promotional activities are specifically designed to attract and recruit a target market to the magnet theme and programmatic strands at each school by informing the entire community about unique, innovative programs available. Promotional activities also include staff development required to enhance theme delivery. District magnet programs staff and MSAP project staff coordinate promotional activities.

Student recruitment activities occur during the pre-grant period and recur every year of the grant. The Project Renaissance recruiter works closely with the locally funded magnet programs director of marketing to implement recruitment activities at project schools (a detailed chart showing recruitment activities and timelines can be located on pages 55-58), including the annual Magnet Schools Fair, community information sessions, and school tours.

The MSAP recruiter will work closely with the three schools to individualize recruitment activities. The MSAP recruiter will also work closely with the senior director for Magnet Programs and the MSAP project evaluator to assess recruitment efforts and determine where refinements and improvements are necessary. Finally, the recruiter is responsible for working closely with a contracted marketing firm to develop new informational brochures and public service announcements to bolster recruitment efforts.

e) Continuous-improvement activities: Planning for continuous improvement begins during the pre-grant period. Activities scheduled to begin at school sites the first semester of Project Renaissance implementation include planning for staff development, visitations to like magnet programs, curriculum development to enhance the theme, and coordination with community partners. Involving district magnet schools staff and Project Renaissance staff,

continuous improvement activities will be closely coordinated with feedback received from evaluation activities so that refinements will take place on an ongoing cycle of “plan-do-study-act” according to the Deming model of continuous improvement.

The table below displays a project management timeline, including major events and projected dates associated with each activity. The timeline is based on a July 1, 2007, award and follows the school district’s July through June fiscal year calendar.

Table 05. Project Management Timeline: 2007-10 MSAP

TASK/ACTIVITY (Person/Division Responsible)	Pre-Grant 2005-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Review of magnet programs and needs (<i>BOE, Magnet Sr Director</i>)	March 2006	--	--	--
Identify project schools (<i>Program Staff, Growth Management, & Selection Comm</i>)	March 2006	--	--	--
Wake Co. BOE approval of identified schools	Jul	--	--	--
Pre-grant meetings with Growth Mgmt (<i>Sr Director & Selected Staff</i>)	Jul, Aug	--	--	--
Meet with school planning teams (<i>Sr Director, Staff</i>)	Jul, Aug	--	--	--
Site-based planning efforts (<i>Principals/ School Teams/MSAP Advisory Comm</i>)	Sep-Apr	--	--	--
Parent sessions on potential new themes (<i>Chief Acad. Officer & Sr Director</i>)	Dec	--	--	--
Student assignment plan updated and approved (<i>Office of Growth Mgmt & BOE</i>)	Mar-Apr 2006/2007	--	--	--

TASK/ACTIVITY (Person/Division Responsible)	Pre-Grant 2005-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Meeting with Facilities Dept (<i>Sr Director, Selected Staff, and School Representatives</i>)	Sep	--	--	--
Tech Dept meeting (<i>Sr Dir, Select Staff, School Reps</i>)	Sep	--	--	--
Project-related partnerships established/ maintained (<i>Sr Dir & Marketing Director</i>)	Jul-Jun	Jul-Jun	Jul-Jun	Jul-Jun
Recruitment campaign re: magnet progs (<i>Sr Dir, Marketing Dir, Recruiter, Principals, School Staffs</i>)	Feb-Jun	Oct-Feb	Oct-Feb	Oct-Feb
Facility adjustments for revised programs (<i>Dir of Facilities</i>)	May-Jun (planning)	Jul - Jun	Jul- Sep	
Order materials & equipment (<i>Sr Dir, Project Coord</i>)	--	Jul-Aug	Jul-Aug	Jul-Aug
Notify principals of award & kick-off sessions w/ schools (<i>Sr Director, Project Coordinator</i>)	--	Jul/Aug		
Annual sessions w/ school staffs re: goals, benchmarks, evaluation, & perform. reports (<i>Sr Dir & Project Coord</i>)	--	Aug	Aug	Aug
Proj budget administration (<i>Sr Dir, Bookkeeper, Project Coord</i>)	--	Jul-Jun	Jul-Jun	Jul-Jun
Posting of positions & employment of staff (<i>Sr Dir, Project Coord, & Principals</i>)	--	Aug/Sep		
Review eval design, develop instruments, collect base-line data (<i>Proj Coord, Evaluator, Sr Dir, E&R Dept.</i>)	--	Aug- May		

TASK/ACTIVITY (Person/Division Responsible)	Pre-Grant 2005-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Eval implementation (see evaluation timeline) (<i>Proj Coord, Evaluator, Sr Dir, Eval. & Research Dept.</i>)	--	Sep-Jun	Sep-Jun	Sep-Jun
School meetings to develop work plans (<i>Principals, Grant Teams, Sr Dir, MSAP Central Staff</i>)	--	Sep	Sep	Sep
Planning and coordinating staff training (<i>Proj Coord, Principals, Teachers, & Others</i>)	May-June (planning)	Jul-Jun	Jul-Jun	Jul-Jun
Develop/revise curriculum to meet diverse student students w/ emphasis on academic excellence/career prep (<i>Proj Coord, Grant Tchrs, Curriculum Writers</i>)	--	Jul-Jun	Jul-Jun	Jul-Jun
Meetings with District Magnet Advisory Committee to gather input & discuss needs/concerns (<i>Sr Director, Marketing Director, Recruiter</i>)	--	Jul-Jun	Jul-Jun	Jul-Jun
Annual recruitment plan development (<i>Sr Dir, Marketing Dir, Recruiter</i>)	--	Sep Oct	Sep Oct	Sep Oct
Receive magnet applications, hold lottery (<i>Growth Mgmt</i>)	--	Mar - Apr	Mar - Apr	Mar Apr
Completion of annual performance reports (<i>Sr Dir, Proj Coord, Evaluator</i>)	--	May - Jun	May - Jun	May Jun
Progress report to BOE (<i>Sr Director</i>)	--	Jun	Jun	Jun

6. A Sound Evaluation Plan: Beginning in the pre-grant period with the capture and organization of baseline data through the WCPSS Evaluation and Research Department.

evaluation activities occur in all three grant years and extend into the post-grant period to permit a final accounting of project outcomes. Evaluation activities are chiefly the function of the project evaluator and are overseen and supported by the WCPSS Evaluation and Research Department. This carefully structured plan—linking MSAP purposes and performance measures to Project Renaissance objectives, outcomes, and benchmarks—becomes the blueprint to be followed by the evaluator, the project coordinator, and site-based project personnel. Evaluation activities are thoroughly documented in the Evaluation Plan section; the reader is referred to this section for charts related to objectives, outcomes, performance measures, and data sources.

7. Budgeting and Accounting: Management and budgeting activities occur all year long in every year of the grant, but are especially important in the beginning and ending months of each year when budgets are being established and reconciled. The senior director of the Magnet Programs Office is the primary budget manager for Project Renaissance. Day-to-day management and budgeting activities are chiefly the responsibility of the project coordinator and bookkeeper but are completely supported and overseen by the senior director for magnet programs and the district’s Budget and Accounting offices. Management and budgeting are conducted in accordance with established policies and practices of the district as well as the federal government. Various management tools are available to staff, and the project coordinator, bookkeeper and evaluator will receive training in Microsoft Project, a software application that facilitates the management of complex projects.

8. Support from Community Stakeholders and Business Partners: WCPSS states in its vision for high school promotion standards: “A community of caring stakeholders will successfully work collaboratively with support from the broader community to ensure that every child educated in the WCPSS graduates on time, prepared for the future.” This statement reflects

the community's interest in maintaining high scholastic standards and its genuine concern that students have equal opportunities for success in its public schools.

In 2006, the citizens of Wake County voted to invest in a \$1.056 billion capital improvement program, \$970 million of which is funded by a school bond that will provide new schools for the tens of thousands of additional children projected to move into the county by 2010 and for much-needed renovation of existing facilities. This vote was part of a long history of Wake County support of its public education system and recognition of WCPSS's stewardship of public trust.

WCPSS enjoys strong support from local businesses and organizations. Many schools, especially middle and high schools, maintain active relationships with business partners through Business Advisory Councils that meet regularly with school representatives. Wake Education Partnership, Triangle Urban League, and Helping Hands Mission are just a few area organizations that provide assistance and support. Faith communities in the area organize recreational programs and provide tutoring and "homework clinics" for neighborhood children.

Project Renaissance will partner with many university and community groups to help students succeed in middle and high school. N.C. State University and Meredith College will provide speakers and volunteers to assist with the implementation of new programs. SRMHS will participate in N.C. State University's pre-college summer program. GMHS has the support of the North Carolina Museum of Art, the Center for International Understanding, and World View. The Garner Chamber of Commerce and the Garner Education Foundation are proactive in supporting schools in their community. EGMMS is collaborating in events sponsored by Burning Coal Theatre Company, the Center for International Understanding, and World View. EGMMS will also be participating in the WCPSS Mentor Training Program, WCPSS's "Understanding the Latino Culture," and activities sponsored by North Carolina's Society of Hispanic

Professionals and the Chapel Hill Institute for Cultural and Language Education.

280.31(a)(2)(ii) the effectiveness of its plan to attain specific outcomes ...

The **Evaluation Plan**, section 280.31(e), is designed to gauge the effectiveness of WCPSS's significantly revised magnet themes in attaining specific outcomes. The plan will measure the themes' success in bringing together students from differing economic, social, ethnic, and racial backgrounds and improving academic achievement for all students. The schools' effectiveness in offering expanded choice options for parents and students will be reviewed annually. Project schools will be expected to increase the number of classes taught by *highly qualified* teachers as defined by NCLB, and teachers at project schools will participate in high-quality professional development to support this objective. This initiative will build capacity to ensure that participating schools continue to operate successfully after MSAP funding ends.

The evaluation plan includes methods appropriate for the project and capable of measuring success in attaining specific outcomes, particularly goals for voluntarily desegregating project schools through increasing choices, building capacity of these schools to continue performing at high levels once funding has ended, and enabling all students to succeed academically. The plan will also provide data to address the Secretary's three nationwide performance measures. At the end of each year, performance reports to the U.S. Department of Education will describe the project's effectiveness in reaching its outcomes. Annual reports will be shared with appropriate central office and school-based staff members and administrators. In addition to this summative use of evaluation information, Project Renaissance staff and administrators will receive formative evaluation reports to enable them to identify successes and remedy existing problems.

The following management timeline gives an outline of tasks involved in the evaluation

process, persons responsible for completing these tasks, and projected times for implementation.

Table 06. Project Management Timeline: Evaluation Methods and Activities

Activity/Method <i>(Responsible Staff/Division)</i>	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Develop school and classroom observation checklists <i>(Evaluator)</i>	Sept.	Sept.	Sept.
Obtain 20 th -day enrollment data from Growth Management Department <i>(Evaluator, Principals)</i>	Sept.	Sept.	Sept.
Collect recruitment data from schools <i>(Evaluator, School Coordinators)</i>	Sept.-Feb.	Sept.-Feb.	Sept.-Feb.
Conduct school and classroom observations <i>(Evaluator, School Coordinators)</i>	Nov. & Mar.	Nov. & Mar.	Nov. & Mar.
Develop & revise parent/staff/student surveys <i>(Evaluator)</i>	Jan.	Jan.	Jan.
Administer/Analyze parent, staff & student surveys <i>(Evaluator, E&R Staff)</i>	Mar.-May	Mar.-May	Mar.-May
Obtain magnet application numbers and acceptances from Growth Management Department <i>(Evaluator, Growth Management Office)</i>	April/May	April/May	April/May
Review Core Team and Leadership Team agendas <i>(Evaluator, Project Coordinator, School Coordinators)</i>	April	April	April
Review professional development attendance, evaluations, etc. <i>(Evaluator, Project Coordinator, School Coordinators)</i>	April/May	April/May	April/May

Activity/Method <i>(Responsible Staff/Division)</i>	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Obtain official NC accountability system data file <i>(Evaluator)</i>	July	July	July
Analyze/disaggregate ABCs growth and performance composites <i>(Evaluator)</i>	July	July	July
Complete Annual Performance Report <i>(Evaluator, Project Coordinator)</i>	July	July	July

280.31(a)(2)(ii)(A) [Outcomes that] will accomplish the purposes of program;

Project Renaissance outcomes are matched to the six MSAP purposes, with objectives and strategies aligned to areas of need. This plan ensures that progress towards attaining these outcomes is carefully monitored and refinements and improvements are introduced throughout the three-year grant period as warranted to ensure continuous improvement.

Table 07. MSAP Statutory Purposes under NCLB and Project Renaissance Objectives

DESEGREGATION AND CHOICE	
MSAP STATUTORY PURPOSES	PROJECT RENAISSANCE OBJECTIVES
<p>Purpose 1: The elimination, reduction, or prevention of minority-group isolation in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools.</p>	<p>Objective 1: By June 30, 2010, as a result of the successful implementation of significantly revised magnet programs at the three MSAP project schools, WCPSS will have reduced minority-group isolation at SRMHS and EGMMS, and GMHS.</p>

<p>Purpose 3: The development and design of innovative educational methods/practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.</p>	<p>Objective 3: Throughout the MSAP project period (2007-10), WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase choice in public education in WCPSS.</p>
<p>BUILDING CAPACITY</p>	
<p>Purpose 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the school is terminated.</p>	<p>Objective 5: By June 30, 2010, MSAP-funded magnet programs at SRMHS, GMHS, and EGMMS will have improved WCPSS’s capacity to continue operating the three MSAP project schools at a high-performance level after Federal funding ends.</p>
<p>ACADEMIC ACHIEVEMENT OF STUDENTS</p>	
<p>Purpose 2: The development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State content standards and student academic achievement standards.</p>	<p>Objective 2: Throughout the MSAP project period (2007-10), significantly revised magnet programs at SRMHS, GMHS, and EGMMS will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic standards.</p>
<p>Purpose 4: Courses of instruction within magnet school projects that will substantially strengthen knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students attending such schools.</p>	<p>Objective 4: Throughout the MSAP project period (2007-10), significantly revised magnet programs at the three project schools will substantially strengthen students’ knowledge of academic subjects and applied learning skills needed for successful careers in the future.</p>
<p>Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high-quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.</p>	<p>Objective 6: Throughout the MSAP project period (2007-10), significantly revised magnet programs at the project schools will provide high-quality education to all students enrolled to enable students to succeed academically and continue with postsecondary education or productive employment.</p>

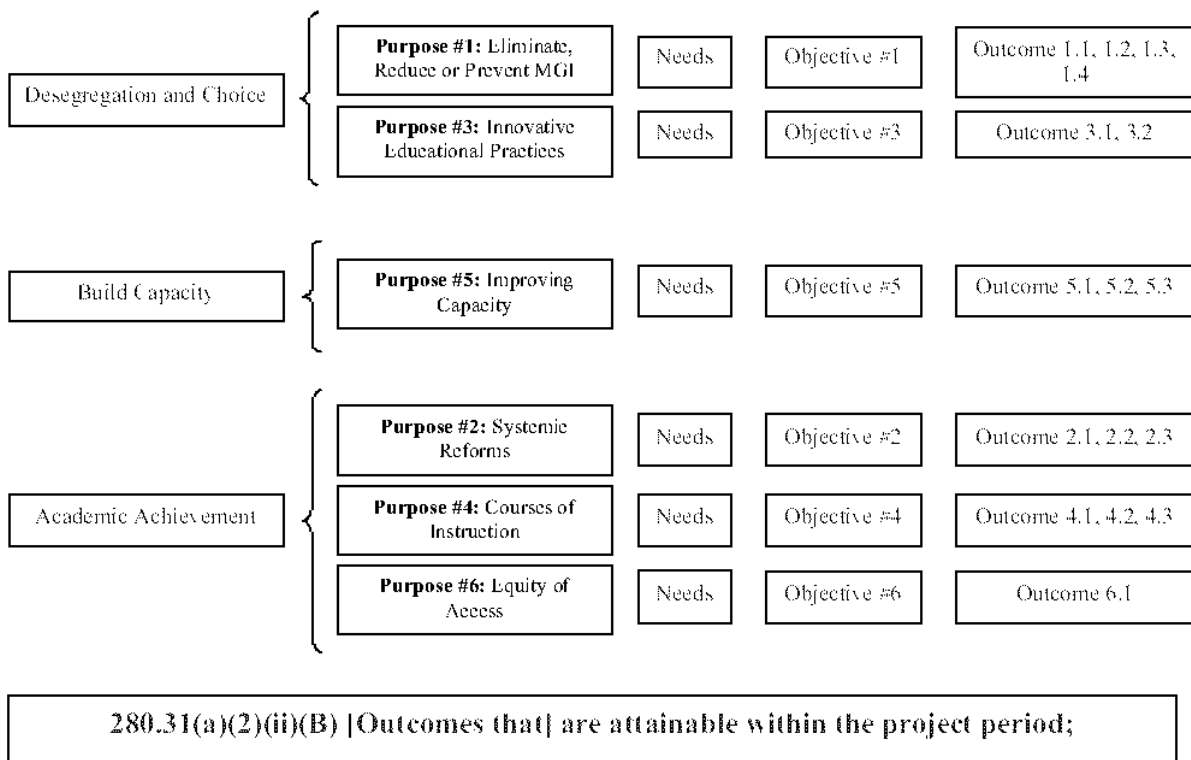
Using the **Plan, Do, Study, Act (PDSA)** cycle (from Langford's *Problemtunity Improvement Process*), this plan of operation build's upon a needs assessment that ensures its effectiveness to accomplish program purposes within the grant period. Outcomes are measurable, quantifiable, and benchmarked to guide progress in meeting these outcomes. The plan will utilize available resources to its objectives, and key personnel placed high in the organizational structure will guide its implementation. The PDSA cycle as it will be used in the implementation of this project consists of the following stages:

- This application results from extensive **Planning**. In spring 2006, a steering committee comprising magnet school program stakeholders began meeting regularly. Subsequently, an MSAP Task Group assumed leadership in preparing the MSAP application, involving stakeholders throughout the process and extending involvement to the community.
- The district has already begun **Doing** the work of accepting students for enrollment, supporting diversity in the learning environment, and increasing student achievement. Schools will be ready to offer significantly revised magnet school programs in 2007-08.
- All operations in this MSAP application will be carefully **Studied** per the MSAP purposes, objectives, and outcome measures. Clearly indicated quantitative measures will measure progress on the project outcomes; formative and summative evaluation processes provide for thorough documentation of project operations.
- Frequent assessment on progress towards project objectives provides a feedback loop for **Acting** upon continuous improvement. As data become available on progress made toward project outcomes, key personnel will act on this information to introduce refinements and improvements, beginning a new PDSA cycle of continuous

improvement. As this process continues, achievement of desired outcomes will be analyzed according to the six MSAP purposes and three performance measures.

The following figure provides a conceptual framework for MSAP’s statutory purposes, as well as a model that shows the connectedness of objectives, benchmarks, and outcome measures to statutory purposes. The project will have three major goals: desegregation and public school choice; building capacity to sustain magnet schools after federal funding ends; and improving academic achievement.

Figure 04. Conceptual Model Showing Relationship among MSAP Purposes, Objectives, and Outcomes



All outcomes are attainable within the project period. Outcomes established for each MSAP purpose are tailored to the situation and needs of students at each project school. For instance, a

desired outcome for GMHS is to *reduce* minority-group isolation, an achievable outcome given the attractiveness of the IB and integrated cultural arts theme. A desired outcome for SRMHS is to *reduce* minority-group isolation, as the 2006-07 percentage of minority students was 69%. The desired outcome at EGMMS is also to *reduce* minority-group isolation, as the percentage of minority students was 77% in 2006-07.

Whenever appropriate, outcomes are set in relation to baseline data from the most recent period, such as performance on EOG tests in the 2005-06 year, and the baseline on these outcomes will be reset with the most recent data available (e.g., performance on EOG tests at the end of 2006-07 as these results become available).

Outcomes are also attainable within the three-year performance period because all outcomes are incrementally calibrated for each year of the grant so that year-to-year progress is achievable and reported. Not all progress towards final outcomes is expected in the first year, nor is all progress towards final outcomes left to be accomplished in the last year.

Management tools in Project Renaissance ensure that outcomes are attainable within the project period. Operations in Project Renaissance are thoroughly planned, budgeted, managed, staffed, evaluated and supported in the school district and community at large. Data collection is ongoing throughout the year, and frequent data analyses provide ongoing feedback to project leaders, permitting course corrections, refinements, and improvements as necessary. With specific timelines established for ongoing internal data collection, evaluation activities, analyses of progress towards outcomes, and annual performance reports, progress towards outcomes is carefully monitored, permitting adjustments during the year as well as year-to-year.

Each Project Renaissance school will have the following outcomes as measured against their own baseline data from the 2006-07 school year. These realistic outcomes have been carefully

projected to allow each school to meet MSAP purposes while allowing each school to see each outcome as attainable within the project period. Most important, the fact that the three selected schools are the best possible candidates to participate in this MSAP proposal also supports success with attaining desired outcomes. The following lists show the expected outcomes at each school. Numbering of outcomes is aligned with numbering of the six MSAP purposes, and measurable benchmarks set for each outcome are provided in the Evaluation Plan. As the list indicates, the three MSAP performance measures are addressed in Outcomes 1.2, 5.1, and 4.1.

DESEGREGATION AND CHOICE

Outcomes

1.1: Reduce minority-group isolation;

1.2: Composition of applicant pool benefits reduction of minority-group isolation [**MSAP Performance Measure (a):** *The percentage of magnet schools whose student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates, or prevents minority-group isolation. The Secretary has set an overall performance target that calls for the percentage of magnet schools whose student applicant pool would have a beneficial effect on the reduction, prevention, or elimination of minority-group isolation in participating project schools to increase annually from a baseline established with magnet school applicant data from the first year of the project.*];

1.3: Minority group isolation at feeder schools not increased due to project implementation;

1.4: Applicant pool will increase annually over the three-year performance period;

3.1: Innovative educational methods and practices promote diversity; and

3.2: Innovative educational methods and practices increase choices.

BUILDING CAPACITY

Outcomes

- 5.1: Magnet schools continue to operate and meet State standards three years after grant [MSAP Performance Measure (c): *The percentage of magnet schools that receive assistance and that are still operating magnet school programs three years after Federal funding ends and the percentage of magnet schools that received assistance that meet State standards at least three years after Federal funding ends. The Secretary has set an overall performance target that calls for the percentage of magnet schools that are in operation and meet or exceed State standards three years after federal funding ends to increase annual from a baseline established three years after Federal funding ceases.*];
- 5.2: Teachers will implement magnet-related content and strategies; and
- 5.3: Classes will be taught by highly qualified teachers.

ACADEMIC ACHIEVEMENT OF STUDENTS

Outcomes

- 2.1: Significantly revised magnet themes will support the district's systemic reform efforts;
- 2.2: Schools will meet or exceed State achievement standards under AYP guidelines;
- 2.3: Reform-based curriculum will be finalized to reflect State academic standards;
- 4.1: Students from major racial and ethnic groups will meet AYP standards [MSAP Performance Measure (b): *The percentage of magnet schools whose students from major racial and ethnic groups meet or exceed their State's adequate yearly progress standard, in accordance with their State's plan required by section 1111 of the ESEA. The Secretary has set an overall performance target that calls for the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard to increase annually from a*

baseline established by participating schools' performance in the school year prior to the beginning of the project.];

4.2: Project schools will meet or exceed AYP standards;

4.3: Students achieving proficiency in core academic subjects; and

6.1: Students will participate and interact in diverse curricular activities and have equitable access to a high-quality education.

A number of elements were central to our selection of these 16 measurable outcomes, including staff and parent receptivity to significant revisions, an apparent increase in minority-group isolation at the schools (and, conversely, the need to improve the attractiveness of the programs for a diverse student population), and the need to improve student achievement at the schools. In addition to these considerations, the significant revisions planned for two of the project high schools are built upon the principals of high school reform currently being established throughout the United States. The revisions at the middle school level have also taken into consideration these reform principals as a means of helping students enter high school with a plan for being successful. For all of these reasons, SRMHS, GMHS, and EGMMS are well suited to attaining desired outcomes in Project Renaissance.

280.31(a)(2)(ii)(C) |Outcomes that| are measurable and quantifiable; and ...

Because of WCPSS's strong administrative structure and effective collaboration among departments, outcomes set for Project Renaissance are attainable within the project period. The sequenced set of benchmarks in the Evaluation Plan will also ensure that sufficient progress occurs each year to reach all outcomes by the end of the project's third year as evidenced by measurable and quantifiable data.

All Project Renaissance outcomes will be calibrated to baseline data from the 2006-07 school

year, aligned with the six MSAP purposes, and are measurable and quantifiable. In many instances, official WCPSS and N.C. Department of Public Instruction reports are the data sources for measuring progress toward project outcomes. Measurement instruments will include: test scores (e.g., state EOC and EOG tests), observations, checklists, attendance rosters, lesson plans taught, student demographics, curriculum units designed, student work products, teacher satisfaction surveys, community information sessions, staff development participation rates, parent surveys, and school Growth and Performance Composites in the state's school accountability plan.

Outcomes specific to each school are located in the Project Design. For further information on these outcomes, performances measures, benchmarks, data instruments and evaluation methodology used to assess the effectiveness of the project, also please see the Evaluation Plan section (Section 380.1(e)) of the proposal.

280.31(a)(2)(ii)(D) For multi-year projects, [outcomes that] can be used to determine the project's progress in meeting its intended outcomes;

Project Renaissance is a multi-year project that is thoughtfully staffed, budgeted, and evaluated over the three-year grant period to ensure adequate resources to achieve all intended outcomes. Every objective is carefully aligned with measurable outcomes in the evaluation plan to ensure that progress will be closely monitored and that projected levels to be obtained each year are achievable. Progress toward outcomes is tracked throughout the year and is assessed annually by the evaluator and grant coordinator. During performance reporting, benchmarks will be carefully examined to determine whether adjustments need to be made to correct the course of action. Evaluation as an ongoing

process will be meaningful to teachers and administrators through the use of formative, as well as summative, measures. Feedback to teachers is built into the process.

280.31(a)(2)(iii) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;

MSAP grant resources will be coordinated with state and local resources and aligned with systemic reform efforts, the North Carolina ABCs accountability system, MSAP performance measures, and national school reform initiatives. State and local funds will continue to support regular classroom teachers and specialists in magnet schools. Building maintenance and administration, textbooks, building renovations, and transportation are also funded by local and state taxes. The plan of operation is thoroughly aligned with the MSAP performance measures, as evidenced in this section and subsequent sections on Project Design and Evaluation Plan. Additionally, the plan of operation includes provisions for corrective action to implement refinements and improvements through careful monitoring of benchmarks that chart progress toward achieving the purposes of the MSAP grant.

Staff resources are appropriately matched to Project Renaissance requirements. These central and school-based personnel span the “depth” of the organizational hierarchy (from the superintendent, chief division officers, and area superintendents to school principals, teachers and staff at the school-level of the organization) and the “breadth” of the organizational hierarchy (across all major WCPSS divisions, departments, and offices). An extensive collection of resumes in the Appendix illustrates the many staff resources available to support Project

Renaissance across the depth and breadth of the organization. Staff resources that are centrally based complement those that are site-based, ensuring that overall operations are aligned with state and districtwide reform initiatives and also responsive to the unique situations at each school and needs of varied students at the schools.

Fiscal resources in this plan are also appropriately matched to project requirements. The district is currently committing considerable resources to project schools' facilities, equipment, and supply needs. Unique fiscal needs beyond the system's capacity, necessary for the successful implementation of this proposal and identified in the sections on Project Design, Quality of Personnel, Budget and Resources, and Need for Assistance, are thoroughly detailed in the Project Renaissance budget and justified in the budget narrative.

Along with staff and fiscal resources, key personnel in Project Renaissance are carefully matched to critical functions. A full-time **project coordinator** is responsible for overall implementation of Project Renaissance. This person reports directly to the senior director of Magnet Programs. Reporting directly to the project coordinator, a full-time **bookkeeper** will help manage the Project Renaissance budget. Also reporting directly to the project coordinator, a full-time **recruiter** for Project Renaissance will help ensure that the schools meet critical outcomes for reducing minority group isolation at Project Renaissance schools. The **evaluator** is another key central position in Project Renaissance. The evaluator's position is independent of the project coordinator and reports directly to the Senior Director for Program Accountability in the WCPSS Evaluation and Research Department. This independence ensures that evaluation activities are not influenced by programmatic operations, and the evaluator is positioned to make unbiased recommendations to the project leadership on refinements and improvements to operations. Also, being a part of the WCPSS organization ensures that evaluation activities are

fully supported by the many resources of the Evaluation and Research Department. Job descriptions for all MSAP-funded positions can be found in the Appendix.

Other key personnel positions include the school principal at each Project Renaissance school, members of each school's leadership and student support teams, and school-based positions funded in this MSAP proposal. Grant-funded positions are uniquely suited to the varied themes and programmatic strands at each Project Renaissance school. Roles and responsibilities of all grant-funded school-based personnel are fully explained in the next section, Quality of Personnel, and job descriptions for these positions are detailed in the Appendix.

280.31(a)(2)(iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science or technology courses, and disabled students; and

Equal access and treatment for all students in every school program, course, and activity is enforced through the district's antidiscrimination policy and Student Assignment Policy. The race-neutral Student Assignment Policy ensures that all students have the same opportunities to follow their interests and needs with the same opportunities for success.

Evidence of the district's commitment to equal access and treatment is found in its student assignment policies, procedures and practices, which apply to all WCPSS magnet programs, courses, and activities, whether the magnets are funded with federal MSAP funds or local funds. All WCPSS students are eligible to apply for magnet programs, and all parents are encouraged to apply for magnet programs for their children based on their children's interests and needs.

WCPSS is proactive in ensuring equal access and treatment for all students. District policies,

procedures, and practices satisfy the required Section 427 of the Department of Education's General Education Provisions Act (GEPA). With policy and practices in place, Project Renaissance is able to recognize potential barriers to equitable access to, and participation in, program activities. The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All WCPSS program strategies and curricula are inspected for these barriers. To the extent that these population groups may be identified as underrepresented in a specific program, the district proactively seeks to eliminate possible barriers to equal access and treatment that may prevent staff, students, and/or families from such access or participation in the federally funded project or activity.

WCPSS takes proactive measures to ensure that both male and female students have equal access to and treatment in all areas of school life, especially in courses or activities that are traditionally underrepresented by either of the sexes. Students are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Students participating in programs, courses, or activities that were traditionally underrepresented by one gender are encouraged and provided every possible avenue for success.

In January 2000, the board of education revised its student assignment policy, removing the race of the student from any consideration in student assignment decisions. This race-neutral policy ensures that all students have the same access to school programs and that all applicants to magnet school programs stand the same likelihood of being selected, regardless of race.

WCPSS's policies and practices ensure elimination of barriers to equal access because of national origin. With increasing numbers of culturally diverse families coming into Wake County, culturally diverse staff and students are becoming significantly more represented within

WCPSS. Steps are taken to ensure that all students are welcomed and have equal access and treatment in all school programs, courses, and activities and have every opportunity for success. The WCPSS Community Services Center and English as a Second Language (ESL) offices employ staff members who provide interpretation services for students with language barriers. WCPSS has established a highly reputable ESL program that now serves nearly 6,000 students a year and is expanding to accommodate the growing change within the student body.

As in all WCPSS magnet schools, Project Renaissance magnet programs are available to every student regardless of background, previous experience, gender, race, national origin, color, disability, or achievement level. There are no auditions, quotas, or test requirements for acceptance into any WCPSS magnet schools.

All project schools include components that address citizenship, global awareness, and community awareness. These programs are designed to increase interaction and understanding among students of different cultural, socioeconomic, racial, and ethnic backgrounds. These programs will give students access to the tools they need to meet grade-level expectations while enabling them to participate fully in all parts of the curriculum and facilitate their own learning. Teachers will be trained to connect subject-matter content to the world outside the classroom, ensuring that students will understand that they are citizens of the world.

The system maximizes the educational experience for all students through extensive staff training. As each school year begins, the district sponsors its Continuous Improvement Conference, bringing in such speakers as Grant Wiggins, Jay McTigh, Larry Lezotte, and Crystal Kuykendall. WCPSS administrative and select school staff attend the annual N.C. Department of Public Instruction's Closing the Achievement Gap Conference. Professional development planning in such topics as diversity and Ruby Payne's *A Framework for Understanding Poverty*

has already begun for teachers in the Project Renaissance schools.

WCPSS has a commitment to ensuring equal access and treatment to students with disabilities, and every effort is made to eliminate possible disability barriers within the schools' programs, courses, and activities. WCPSS adheres strictly to the provisions outlined in the Americans with Disabilities Act (ADA), as well as to the WCPSS antidiscrimination policy, which specifically states that no person shall be discriminated against because of a disability. The WCPSS Special Education Department serves students with special needs.

WCPSS takes proactive measures to ensure equal access and treatment to students in all programs, courses, and activities, regardless of age. This plan of operation ensures that age barriers are eliminated for traditionally underrepresented groups and individuals through the antidiscrimination policy of the district.

Among other possible barriers, academic proficiency is a possible example, and it is most significant that the district has never used academic examinations as an admission criterion for any of its magnet programs. This is true even for the Gifted and Talented magnet programs, in which all students are considered to have unique gifts and talents. In all of its application and recruitment materials for magnet schools, the district states that all students in the district are eligible for magnet programs and that no academic or performance standards, academic examinations, grade-point averages, or teacher recommendations are used in determining whether students are admitted to them.

WCPSS does not operate "schools within schools" in any of its magnet programs. Every student in the school has equal access to the magnet program. Although WCPSS has set a guideline for every school to have no more than 20% of its enrollment performing below grade level, this guideline is not a factor in the lottery selection process for individual students applying

to a magnet school program.

The district makes efforts to eliminate any factor that could result in under-representation due to the religious affiliation of students and/or families. School calendars are reviewed each year and adjustments made to accommodate major religious holidays to the extent possible.

Transportation can sometimes become a barrier to participation; however, within WCPSS, school transportation is provided to all students within the county via local funds. Because of the district's provision of transportation, students can choose to attend one of many magnet schools within the district, depending upon their acceptance.

WCPSS programs are evaluated by the Evaluation and Research Department and Project Renaissance evaluator, and the resulting analysis will determine whether a program is underrepresented by one or more of the GEPA factors of gender, race, national origin, color, disability, or age. If such a determination is made, the under-representation within the program, course, or activity is reported as part of the Project Renaissance evaluation. In this manner, project management can take all necessary steps to eliminate any under-representation that might have been discovered.

The Wake County Board of Education is committed to quality educational opportunities for all students, regardless of background characteristics, by providing each student an educational environment that enhances that individual's success. The board encourages all parents to play an active role in their child's education and seeks increased educational choices for parents and students in the public schools. The board provides settings for education that promote an understanding of diversity, positive character traits, and the tenets of democracy so that students can be successful citizens in a pluralistic society.

280.31(a)(2)(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

WCPSS has been a leader in promoting diversity by involving the community and taking advantage of opportunities to develop new magnet programs. With funding through this proposal, WCPSS will employ a full-time Project Renaissance recruiter, who will be devoted entirely to recruitment for the project schools and will work closely with these schools to convey to the public the innovative educational opportunities available to students who enroll in any of these magnet programs. The recruiter will be responsible for implementation of project marketing and recruitment strategies. With the establishment of new WCPSS magnet programs in recent years, the substantial increase of students enrolling in the district, and the number of new schools built or planned, marketing and recruiting staff are key to the success of healthy growth for WCPSS magnet schools. Working with the district's director of magnet marketing, the recruiter will meet the marketing and recruiting needs of Project Renaissance schools.

LOCALLY FUNDED MARKETING/ADVERTISING INITIATIVES

- Magnet Schools* magazine, published annually and posted on Web site;
- local media partnerships: PSAs about magnet schools distributed to all local outlets;
- Magnet Matters* newsletter, distributed monthly to visitors and prospective families;
- magnet flyers and posters distributed strategically throughout the community;
- magnet school displays in the WCPSS Welcome Center and Magnet Resource Center;
- the Magnet Resource Center, which houses Magnet Programs staff and provides the community with a single source of information; and
- Parent Liaison Committee discusses issues related to recruitment, marketing, transportation, and the application process.

RECRUITING EVENTS

- monthly information sessions held at the Magnet Resource Center;
- annual Magnet Fair hosts thousands of families each fall;
- evening information sessions held at non-magnet schools throughout Wake County;
- open-house sessions held at magnet schools prior to application deadlines;
- presentations at elementary schools, child-care centers, and preschools;
- displays at community fairs and festivals; and
- collaboration with real estate agents and relocation services.

PROJECT-SPECIFIC RECRUITMENT

In addition to annually recurring events conducted for all WCPSS magnet schools, the full-time MSAP-funded recruiter will enhance activities specific to Project Renaissance schools. Recruitment activities include obtaining information from WCPSS's Growth Management Department to identify areas of the county with residents whose school-age children are in transportation patterns for each Project Renaissance school. This recruiter will develop collaborations with WCPSS offices to take advantage of other advertisement and recruitment opportunities. The Project Renaissance recruiter will also work closely with a marketing firm to develop recruiting materials and promotional pieces. The recruiter will:

- organize a marketing team at each grant school;
- identify and implementing strategies for school promotion;
- assist Project Renaissance schools at information and open-house sessions and community presentations;
- advertise Project Renaissance school events on the magnet Web site;
- collaborating with staff from Project Enlightenment to provide parents information about

- Project Renaissance schools;
- work with WCPSS Community Services Department to conduct a media blitz of radio, TV, and newspaper outlets;
 - capitalize on WCPSS communication links: Web site, WCPSS’s “School Connection” television program, and online newsletter;
 - conduct recruiting/marketing workshops for Project Renaissance schools;
 - organize a direct mailing for Project Renaissance schools; and
 - train students to become tour guides.

Table 08. Three-Year Timeline for Major Project Renaissance Recruitment Activities

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
Year-round	Support year-round activities at the Magnet Resource Center (MRC)	MSAP Recruiter	√	√	√
Jul	Develop & distribute bid invitations to public relations marketing firms	Recruiter, Purchasing Office	√		
Jul	Develop/distribute bid for video/PSAs	Recruiter, Purchasing Dept.	√		
Jul-Aug	Award marketing firm contract	Purchasing	√		
Jul-Aug	Award video/PSA contract	Purchasing	√		
Aug	Update magnet Web site	Recruiter, Webmaster	√	√	√
Aug-Sep	Develop &/or refine brochures and information flyers	Recruiter, marketing firm	√	√	√
Aug-Sep	Organize Magnet Fair planning sessions	Recruiter	√	√	√
Aug	Publish/distribute monthly <i>Magnet Matters</i>	Recruiter	√	√	√

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
May	newsletter				
Sep-Feb	Conduct monthly information sessions for parents at MRC	Recruiter	√	√	√
Sep-May	Present to various civic/service groups	Recruiter	√	√	√
Sep-May	Participate in mtgs with Magnet Parent Resource Committee	Recruiter	√	√	√
Sep-Oct	Develop/refine comprehensive marketing and recruitment plans with project schools	Recruiter and marketing firm	√	√	√
Sep-Oct	Produce videos and PSAs	Recruiter and video firm	√	√	√
Oct	Media blitz advertising the magnet fair: paid advertising and news releases	Recruiter, marketing firm, WCPSS Comm. Dept.	√	√	√
Oct	Prepare & mail info re: magnet fair to preschools and child-care centers	Recruiter	√	√	√
Oct	Distribute magnet fair posters to libraries, bookstores, children's stores, etc.	Recruiter, WCPSS magnet school coordinators & staff	√	√	√
Oct-Dec	Prepare/mail magnet packets to realtors	Recruiter	√	√	√
Nov	Magnet Fair	Recruiter	√	√	√
Nov	Design Project Renaissance school postcards for direct mailing	Recruiter, WCPSS Print Shop	√	√	√
Dec-Jan	Ads for local papers, TV, radio. Submit PSAs & news releases re: app. deadline.	Recruiter	√	√	√

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
	open houses, and info session schedule				
Jan	Interviews with local TV to promote project schools recruiting activities	Recruiter, WCPSS Communications Dept.	√	√	√
Jan	Postcard direct mailing for Project Renaissance recruiting activities	Recruiter, marketing firm	√	√	√
Jan	Distribute open-house/info session flyers to K-11 students. Update Web info.	Recruiter	√	√	√
Jan	Distribute applications to all schools	WCPSS Growth Mgmt	√	√	√
Jan & Feb	Conduct countywide info sessions at preschools and child-care centers	Recruiter, WCPSS Project Enlightenment	√	√	√
Jan & Feb	Conduct countywide evening recruitment sessions in targeted schools	Recruiter, MSAP Proj Coord WCPSS Magnet Dir	√	√	√
Jan & Feb	Conduct daytime open-house sessions in project schools	Recruiter, principal, and school staff	√	√	√
Feb	Accept magnet applications to Project Renaissance schools	WCPSS Growth Mgmt	√	√	√
Mar	Survey & evaluate Project Renaissance schools recruitment strategies	Recruiter, MSAP Evaluation Specialist, marketing firm	√	√	√
Apr	Notify parents of acceptance to Project Renaissance schools	WCPSS Growth Mgmt	√	√	√

Timeline	Activity/Strategy	Responsibility	Year 1	Year 2	Year 3
Apr & May	Analyze magnet apps response to Proj Renaissance progs & target any needed areas of improvement	Recruiter, WCPSS Magnet staff, WCPSS Growth Mgmt	√	√	√
Apr & May	Create new marketing plan for Project Renaissance schools	Recruiter	√	√	√
Jun	Refine & begin preliminary activities	Recruiter	√	√	√
Quarterly	Participate in Magnet Advisory Committee meetings	Recruiter	√	√	√

WCPSS will monitor its promotion and recruitment efforts throughout the application period to determine the success of its strategies in attracting students from diverse backgrounds to each magnet school and will implement additional strategies during the application period if it determines that it is not attracting diverse applicants to a school or schools.

280.31(b) Quality of Personnel

280.31(b)(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

The following text provides an overview of the quality of personnel who will support and implement Project Renaissance. This section will 1) describe the qualifications of both the project coordinator and the senior director for magnet programs and will list additional grant-funded and district-funded personnel who figure prominently in the success of the project, including their professional backgrounds and educational experience; 2) describe the qualifications required for program-based positions, including school principals and central administrators who will support Project Renaissance; and 3) describe the teachers who serve in WCPSS magnet schools, demonstrating the pool of highly qualified candidates for grant-funded positions at Project Renaissance schools.

The next part of this section describes board policy on nondiscriminatory employment practices. The final part describes rigorous teacher-recruitment initiatives that demonstrate the system's ongoing commitment to excellence in the teaching profession.

280.31(b)(2) The Secretary determines the extent to which—

280.31(b)(2)(i) The project director (if one is used) is qualified to manage the project;

PROJECT DIRECTOR/COORDINATOR

Tasha Haynes Cárdenas is a most qualified candidate for **MSAP project coordinator (grant funded)**, charged with supervision of project planning and implementation. If appointed, Ms. Haynes Cárdenas will report to the senior director of magnet programs.

Ms. Haynes Cárdenas attended Bryn Mawr College, receiving a B.S. degree in psychology. She earned a master's degree in international education development at Columbia University Teachers College in 1998 and became a WCPSS magnet recruiter. She is well qualified to perform the duties of the demanding role of Project Renaissance coordinator. Ms. Haynes Cárdenas has a broad knowledge and understanding of WCPSS magnet programs. She has participated in the development of three MSAP proposals and has been extensively involved in implementing two of these projects over a period of seven years.

Ms. Haynes Cárdenas has directed magnet fairs that have drawn large crowds of parents to browse through displays and make connections with school personnel. Under her direction, many school and district magnet publications have been made available to the community. She assumes much of the responsibility for maintaining the WCPSS Magnet Resource Center, preparing displays and materials for the public. She plans and implements strategies to recruit students and inform families about educational choices. Among these strategies is the careful monitoring and continuous updating of the magnet page on the WCPSS Web site.

Ms. Haynes Cárdenas has represented WCPSS's magnet program at national conferences and conducted workshops on magnet school recruitment and marketing. Her commitment to diversity and to educational opportunities that foster meaningful interaction among students and contribute to WCPSS's overall strength is strong and keenly focused. Ms. Haynes Cárdenas has extensively researched magnet student populations, designed strategies to reach those currently not well represented, and developed and implemented comprehensive marketing plans for magnet schools. She has established a magnet parent advisory group, coordinated activities to inform and engage community, parents, and students, and implemented broad-based strategies and monitored recruitment results that are reported to WCPSS staff and the school board.

Because of her overall understanding of and far-reaching experience with magnet programs in Wake County and nationally, Ms. Haynes Cárdenas is well suited for the role of project coordinator. (b)(4) of her time will be devoted to **Project Renaissance administration**, which includes managing the budget, providing leadership to project schools, overseeing appropriate training for school staffs and site coordinators, communicating with school administrators, and interpreting federal guidelines.

280.31(b)(2)(ii) Other key personnel are qualified to manage the project:

CENTRAL ADMINISTRATIVE PERSONNEL WHO WILL MANAGE/SUPPORT THE PROJECT

As noted in the plan of operation, **Dr. Kenneth Branch, senior director of magnet programs (district-funded)**, has primary responsibility for implementing WCPSS magnet programs in grades K-12. The senior director oversees the daily operation of 36 magnet schools and coordinates services to these schools from all divisions in the organization. **Approximately (b)(4) of Dr. Branch's time will be devoted to Project Renaissance management.**

Dr. Branch's qualifications include a bachelor's degree in education from the University of North Carolina at Chapel Hill, a master's degree in educational administration and supervision from N.C. State University, and a doctorate in educational leadership from N.C. State University. He is certified in school administration by the state.

Dr. Branch's experience in education spans a progression of professional roles, including teaching at the middle and high school levels, serving as assistant principal at two middle schools, leading elementary and middle schools as principal, and directing magnet programs for a large urban/suburban school district. He began his career as a teacher at the Universal American School in Kuwait from 1976 to 1979, when he was appointed director of the Pre-

academic Program for Fulbright Grantees at The American University in Washington, D.C. He then managed operations of the U.S. Committee for UNICEF for five years. In 1985, he began work as development officer for the N.C. School of Science and Mathematics in Durham. Dr. Branch began his service as a school administrator in 1992, first as assistant principal and later as principal at schools in Granville and Wake counties in North Carolina

From 1995 to 2006, Dr. Branch helped develop and open a very successful program at Centennial Campus Magnet Middle School located on the campus of N.C. State University. He developed and implemented exceptional staff training in curriculum integration, differentiation of instruction, and collaborative school culture. Centennial's program has become a model for a school-university partnership and incorporates involvement from each of the ten colleges of the North Carolina State University system. He has presented the concept of developing school-university partnerships and creating collaborative school cultures at national conferences.

As an educator, Dr. Branch has firsthand experience with desegregation issues. He was a high school junior in 1970 when the courts determined that the black high school in his hometown, Rich Square, North Carolina, was to be integrated. This decision resulted in the movement of all of the white students who lived in this small eastern North Carolina town from the larger consolidated high school to the smaller black high school. As events transpired and "white flight" took hold, he became one of eight white students in his 1972 graduating class of 65 students. This experience moved him to take summer jobs working for the local development association, which employed primarily minority youth in public agencies.

Throughout his career as an educator and administrator, Dr. Branch has been committed to equity, excellence, and diversity in schools. He served as assistant principal in an inner-city magnet school from 1993 to 1995 and magnet school principal from 1999 until 2006. In his

current role as senior director of magnet programs, he is able to apply considerable knowledge and experience to the support, development, and revision of WCPSS's magnet schools.

Dr. Roger Regan is a leading candidate for **evaluation specialist (grant-funded)** for the MSAP project. He is well qualified to assume this role, having served as WCPSS evaluator for all magnet schools since 2004. The evaluation specialist for Project Renaissance will report to the assistant superintendent for the Evaluation and Research Department, ensuring objectivity and independence from the magnet staff. He will direct the evaluation and monitoring of school progress toward desired outcomes and will be responsible for all performance reports due to the U.S. Department of Education. He will observe schools, collect data, and prepare annual reports. The evaluator will implement a comprehensive evaluation design discussed further in the Evaluation Plan of this proposal.

The evaluation specialist will devote (b)(4) of his time to Project Renaissance. The evaluator must have training in qualitative and quantitative data analysis, as well as a proficiency in program evaluation. This position requires experience and training in theory development, applied research, and classroom assessment. The evaluator will collect data on student achievement and assess, synthesize, and interpret these data for a variety of audiences. He will also assist schools in using assessment results and evaluations to improve student performance.

Dr. Regan earned a Ph.D. in public policy at George Washington University in 2002. Before accepting a position with WCPSS he was an instructor at Wake Technical Community College, teaching English as a second language. He continues his work at Wake Tech on a part-time basis. His first position in WCPSS was a senior administrator for evaluation and research, with responsibilities including annual reports on student achievement in the district; data analysis support to schools; and assistance to schools implementing Project Achieve, an initiative

designed to boost achievement among elementary and middle school students.

Dr. Regan's current responsibilities as Magnet Programs Office senior administrator for research and evaluation include conducting research and data analyses to support the district's 36 magnet schools (e.g., application trends, student enrollment demographics, and student achievement results), evaluating the performance of magnet schools receiving federal discretionary grants, and making presentations to various audiences regarding the role and impact of magnet schools. He received extensive training in the evaluation of education programs in summer 2005 and has presented at many national conferences and district events on topics that range from managing and using data for magnet programs to the academic benefits of balanced schools. He is well qualified to perform the role of MSAP evaluator because of his expertise in gathering and analyzing data, observing and summarizing programs, and evaluating and producing reports regarding federal programs implemented in magnet schools.

The accurate fiscal accounting of all transactions related to the MSAP grant is a continuous process and remains the primary responsibility of the **bookkeeper/budget analyst (grant-funded)**. **Sylvia Lucas** has served in this capacity (most recently for all magnet programs—district funded) for the past 11 years. **The bookkeeper/budget analyst will devote (b)(4) of her time to Project Renaissance** and will play a key role in maintaining project quality and integrity. She will take first notice of any questionable purchase requests and alert the project coordinator and budget manager so that appropriate judgments may be made and school personnel notified. Keeping balanced books and accurate records is essential to smooth implementation of the project. The bookkeeper/budget analyst will monitor the flow of funding from initial award to final reporting and accountability.

Ms. Lucas's background and excellent work record have contributed to her ability to carry

out her duties as bookkeeper/budget analyst. Her experiences include positions as secretary at J.P. Stevens; owner/operator of Halifax Restaurant; customer support technician for Branch Banking and Trust Company; bookkeeper and lead secretary for Northwest High School in Halifax County, North Carolina; and administrative assistant for commodity supplemental foods in the Halifax County Agricultural Extension Service. In recent years she has worked for the Magnet Schools of America (MSA) and managed registration for all national MSA conferences.

In the role of bookkeeper/budget analyst, Ms. Lucas has consistently handled the large volume of work required to meet the needs of staff members, school-level coordinators, and administrators. Ms. Lucas has taken advantage of training to enrich her knowledge and skills. She is a problem solver and takes initiative to search out resources until solutions can be found. She maintains positive communication with the departments of budget, purchasing, receiving, and accounting to keep records correct and up-to-date and to comply with all district, state, and federal guidelines. Ms. Lucas also trains project school personnel to help them keep accurate records of all grant-funded expenditures and inventories of equipment and materials.

Kirsten Justice became WCPSS's **senior administrator for the International Baccalaureate (IB) Programme (district funded)** in 2006. She oversees IB implementation at three high schools, three middle schools, and three elementary schools—eight of which are already authorized by the IB Organisation. The IB Middle Years Programme (MYP) at EGMMS and GMHS will be supported and enhanced by their cultural and integrated arts themes, which will be significantly revised in Project Renaissance. **The senior administrator for the IB Programme will commit b)(4) of her time to Project Renaissance** and will play a key role in overseeing development of IB concepts through the new arts curriculum initiatives.

The IB director will work collaboratively with faculty and administration to plan and

implement strategies for fostering schools' interest in pursuing the IB programs. Strategies to date have included sending teachers to introductory IB seminars, providing onsite training delivered by the senior administrator, and offering training by IB consultants from authorized schools or the North American IB Organization. The senior administrator works with school coordinators regularly, both as a resource for information and as a mentor for coordinators who face daily questions and concerns from faculty.

Ms. Justice is well versed in IB's organization, structure, concepts and programs, having served as IB MYP coordinator at Broughton High School prior to accepting the position in central administration. She is skilled at translating IB content and pedagogy into digestible language and coaching faculty in IB instructional methods and best practices. She coordinated mandatory MYP monitoring in all subject areas and promoted MYP team leaders within the faculty. She wrote IB drama curriculum and implemented it on five levels and trained new teachers in the inquiry method. At one WCPSS magnet school, Ms. Justice organized and implemented a national model for the 10th-grade IB Personal Project, and she turned the school's initial negative reaction to the Personal Project into a positive, exciting "rite of passage."

Ms. Justice's educational background includes having studied the French language at the Sorbonne, University of Paris, France. She holds a B.A. in English from Carleton College in Minnesota and studied at the Goodman School in DePaul University in Chicago. She obtained her teaching certificate at Elizabeth City State University in North Carolina.

Tamani Anderson Powell has been **director of magnet marketing, communication, and research (district-funded)** for six years. She develops relationships with local businesses and community agencies, creates marketing materials community presentations, works with school-based committees to create individual marketing plans, researches marketing and recruitment

venues, conducts magnet seminars for principals and teachers, works with the HR Department to market magnet schools to prospective teachers and to support new teachers in magnet schools, and serves as magnet liaison to other departments. **The director of magnet marketing, communication, and research will commit [b)(4)] of her time to Project Renaissance.**

Ms. Anderson Powell holds a B.A. in sociology from Meredith College and an M.A. in educational administration from N.C. Central University. She was an officer in the Association for Black Awareness, student tour guide, student leadership team representative, and charter member of the African American Alumnae Association. Ms. Anderson Powell strengthened her professional development at WCPSS by training in subjects such as 4-Mat Learning Styles, team teaching for special programs, inquiry learning, brain-based teaching and learning, *Framework for Understanding Poverty*, and workshops devoted to instructional technology.

Ms. Anderson Powell taught in the Communities in Schools program, helping implement a plan for working with at-risk students to encourage community and parental support. She later became assistant principal at a WCPSS middle school. She coordinated the Community-Based Accelerated Learning Centers (CBALC) program for the district's 1998-2001 MSAP grant, during which time she worked with teachers to develop and implement a grant-funded intersession program connected with year-round schools that focused on children who needed enriched, well-structured, out-of-school learning activities to help them succeed in school.

Ms. Anderson Powell's marketing expertise will be valuable in presenting the project schools' revised programs to the public. She will work with school-level coordinators and administrators to strengthen the project schools' reputations, "curb appeal," and overall attractiveness, increasing the awareness of families who may take advantage of these high-quality academic programs.

Margaret Henderson serves as **director of magnet curriculum (district funded)** for all WCPSS magnet schools. Curriculum development for the MSAP schools is of utmost importance to the success of Project Renaissance and ultimately to the achievement of goals set for all WCPSS students. **The director of magnet curriculum will devote ^{(b)(4)} of her time to the support of Project Renaissance.**

Ms. Henderson received a master's degree in early childhood education and K-12 reading from Meredith College in 1985. Her professional development, as evidenced by her state and district experiences, includes training in *Wake County Literacy Assessment*, diversity, curriculum mapping, *Wake County Mathematics Assessment*, constructivist theory, the inquiry approach, authentic assessment, brain-based learning, understanding poverty, and other topics. She figured prominently in the production of the first course electives in the original 11 WCPSS gifted-and-talented magnet schools established in the early 1980s. Her reputation for creative and relevant curriculum development has grown over time.

Ms. Henderson was previously the instructional resource teacher at Hunter Gifted and Talented Magnet Elementary School. Her focus was to implement the N.C. Standard Course of Study (NCSCS) within the magnet theme. This background in the hands-on shaping of magnet curriculum resulted in increasing Ms. Henderson's knowledge and skills as they now apply to development and supervision of curriculum taught in all WCPSS magnet schools.

Ms. Henderson will play a key role in shaping curriculum for all project schools. Her expertise in reviewing, revising, and evaluating curriculum written for project schools will be critical in meeting high expectations and complying with state standards for all grade levels and subject areas. She will train teachers, oversee curriculum writing, and assist in all planning stages as schools progress toward full implementation.

Table 09 is an overview of personnel responsible for Project Renaissance administrative leadership and support. Individuals currently employed by WCPSS who are candidates to be hired for grant-funded positions will be replaced in their current district role with new hires, so that MSAP funding will supplement and not supplant school district funds and operations.

Table 09. Project Renaissance Administrative Leadership and Support

Position	Name of Suggested Staff	Time and Effort to Project Renaissance
Senior Director	Kenneth Branch	District-funded (b)(4) of time to Renaissance
Project Coordinator	Tasha Haynes Cárdenas	Grant-funded (b)(4) of time to Renaissance
Evaluation Specialist	Roger Regan	Grant-funded (b)(4) of time to Renaissance
Bookkeeper/Budget Analyst	Sylvia Lucas	Grant-funded (b)(4) of time to Renaissance
Senior Administrator for IB Programme	Kirsten Justice	District-funded (b)(4) of time to Renaissance
Director of Magnet Marketing, Communication, and Research	Tamani Anderson Powell	District-funded (b)(4) of time to Renaissance
Director of Magnet Curriculum	Margaret Henderson	District-funded (b)(4) of time to Renaissance

SITE-BASED POSITIONS LOCATED IN PROJECT SCHOOLS

As noted earlier, the unique nature of each project school requires personnel with a variety of

job roles. Yet there are common threads that run through the project that support the overall concept of expanding opportunities for student success. The requested positions demonstrate careful thought by school teams and administrators who have developed a framework for program implementation. The district will employ highly qualified teachers trained in applying best practices and focused on providing paths to success for all students.

The following table shows the distribution of grant-funded, site-based personnel throughout Project Renaissance. Individuals currently employed by WCPSS who may be hired for grant-funded positions will be replaced in their current district role with new hires, so that MSAP funding will supplement and not supplant school district funds and operations.

Table 10. Site-Based, Grant-Funded Positions for Project Renaissance

Position Title	GMHS	SRMHS	EGMMS	Time/Effort to Project
Site Coordinator (for program theme)	√	√	√	100% grant-funded
Technology Coordinator/Teacher		√	√	100% grant-funded
Spanish Teacher	√			100% grant-funded
Dance Teacher	√			100% grant-funded
Visual Arts Teacher	√			100% grant-funded
Network Administrator		√		100% grant-funded
Site-Based Translator/Hispanic Community Liaison			√	100% grant-funded
French Teacher			√	100% grant-funded

The text that follows identifies each site-based, grant-funded position requested and a

qualified candidate who may fill that position. WCPSS has a pool of capable and competent staff, experts in their fields, who qualify for these grant program roles. Job descriptions for all grant-funded positions are located in the Appendix.

Site Coordinator: Southeast Raleigh Magnet High School (SRMHS): Qualified candidate **Joan Brannon** has been an asset to SRMHS since its inception in 1997 when she served on the magnet planning committee. Among her many contributions to the creation of this magnet school was the cooperative planning and design of the academic coaching program, which has been one of the school's most successful features. She currently directs the technology program and manages a team of six staff members to provide quality service for students and faculty. Her accomplishments include developing and implementing an effective acceptable-use policy for use of technology by students and staff, leading an initiative for a Baldrige-based school improvement plan, modeling quality principles and practices in the classroom, planning and delivering quality staff development in the administrative and instructional uses of technology, and implementing and managing projects that offered technical college and online technical courses at SRMHS.

Ms. Brannon is exceptionally qualified to assume the role of project coordinator. She graduated from Duke University with an A.B. in history and an M.Ed. from the University of North Carolina-Greensboro. She taught English in the Peace Corps in Afghanistan from 1969 to 1971. Since that time, she has been a teacher, librarian/media specialist, instructional technology resource teacher, MSAP site coordinator for a previous grant, and director of technology (school-level). Because she is a dedicated and seasoned educator, Ms. Brannon has been involved in nearly every facet of continuous improvement at SRMHS for the past ten years.

Site Coordinator: Garner Magnet High School (GMHS): Qualified candidate **James Martz**

is a talented professional with vast experience in the arts and in teaching students of all ages, kindergarten through college. Mr. Martz holds a B.A. in psychology from DePauw University and an M.F.A. in theatre from the University of Georgia. He has served as drama teacher, associate professor of music and theater, director of plays and musicals, scenery and costume designer, and production manager of a metropolitan ballet company. A member of several arts organizations, Mr. Martz is abreast of developments and new talent in the field. WCPSS has been fortunate to employ Mr. Martz, first as a creative dramatics teacher for grades 3-6 and most recently as drama teacher in a GT magnet school.

Mr. Martz has demonstrated his communication and organization skills as he designed and implemented a statewide touring schedule for recruitment and promotion of arts programs. He established production budgets and tour surveys and negotiated contracts for multicity tours of a major dance company. As further testament to his superior communication skills, Mr. Martz has conducted several training workshops in such areas as computer and Internet use. He served as an MSAP coordinating teacher for three years under a previous grant. As site coordinator at GMHS, Mr. Martz would be a valuable asset in the implementation of this significantly revised program that involves integrating cultural arts into essential areas of the high school curriculum.

Site Coordinator: East Garner Magnet Middle School (EGMMS): Qualified candidate **Katherine McDaniel** has a strong academic background, with a B.S. in sociology and an M.A. in library science and information studies. She is currently pursuing a graduate degree at N.C. Central University. Her work experiences include serving in the reference and research library area for several colleges at well-known universities. From 1996 to 1998 she worked as research librarian for IBM Corporation in Research Triangle Park, North Carolina. Most recently she has served as media coordinator at EGMMS.

Ms. McDaniel has had several opportunities to supervise the implementation of grants. She has been the grants administrator for Arts Across Africa (funded through United Arts Council), Birthday Boxes for Kids Café (funded through N.C. Department of Public Instruction), and East Garner Community Service Day (funded through N.C. Department of Public Instruction Serve and Learn grant). Her commitment to continuing her professional growth is evident in the many workshops to her credit. Among these are training in differentiated instruction, IB MYP, applications of instructional technology, paideia seminar, and “conversations in diversity.” Ms. McDaniel is an excellent candidate for the position of site coordinator at EGMMS.

Technology Coordinator/Teacher: SRMHS and EGMMS: Qualified candidate **Debora Bray** has served as a technology consultant to individuals, school faculties, and school systems, and is a WCPSS expert in using multimedia applications for instruction. The district was fortunate to employ Ms. Bray as a computer resource teacher in a traditional school and later as an instructional technology teacher at Powell Magnet Elementary School. She has worked as technology coordinator in two previous MSAP projects.

Ms. Bray holds a master’s degree in instructional technology from N.C. State University and was awarded a graduate student Certificate for Outstanding Teaching and a practicum scholarship from Alpha Delta Kappa. An observation of her classroom reveals that Ms. Bray understands students and applies her knowledge and talents in the delivery of the curriculum while engaging students with interesting learning activities. As a CIT and technology teacher, Ms. Bray will be an asset in training SRMHS staff, technology teachers, and faculties in the other two project schools as well as in engaging students in countless uses of technology.

Network Administrator: SRMHS: Qualified candidate **Erika Woodard** has been a school-level technology facilitator for nine years and a district-level instructional support

technician/network administrator for four years. She has provided appropriate assistance in installing and maintaining networks in schools, helped teachers and school administrators accomplish their tasks, assisted teachers in designing engaging technology-rich lessons, and answered technical “distress calls” promptly.

Ms. Woodard is no stranger to grant implementation, having been an instructional technology coordinating teacher under a previous MSAP award. She is a talented, versatile, and gifted teacher of adults and children. Her content-area strengths are math, science, Spanish, and technology. She has capitalized on her artistic talent and training, extending her expertise to graphic arts and Web design. Her recent studies of professional learning communities have energized her desire to help staff use data to support higher student achievement.

Ms. Woodard has participated in the planning and implementation of one new elementary school and one new middle school. Certified to teach grades K-12, she has taught at all public school levels, as well as community college. She has modeled and team-taught technology-infused lessons, provided desktop and network technology support, wired schools for computer networking, designed original multimedia and printed training materials, and built school technology programs based on educational needs of the population. She is an excellent candidate for the network administrator position.

Spanish Teacher: GMHS: Qualified candidate **Laurie Toreson** has taught for 19 years and is currently a Spanish teacher at Panther Creek High School. Ms. Toreson mentors first-year teachers, is a National Board Certified teacher, serves as a National Board coach, and facilitates discussions on National Board Certification and world languages. She has served as a volunteer translator for the police force and the Red Cross and established her school’s International Ambassadors group.

Ms. Toreson's supervisor said of her: "She exhibits a thirst for learning that she easily passes on to students. She maintains high expectations for all and is rarely disappointed. She has an outgoing and lively personality that endears her to all who know her." Ms. Toreson has the credentials, the experience, and vision to be a top candidate Spanish teacher at GMHS.

Dance Teacher: GMHS: Qualified Candidate **Cindy Hoban** was named 2004 National Dance Educator of the Year by the Association of Athletics, Health, Physical Education, Recreation and Dance. She has been teaching for more than 26 years and is currently the dance instructor at Leesville Road High School. She previously served as dance teacher and arts department chair at Moore Square Museums Magnet Middle School. She has an in-depth understanding of the magnet concept.

Ms. Hoban has a variety of experiences that enrich her abilities as a dance educator. She has pioneered the use of computer technology in dance education and live performance. She is a leading innovator and strong advocate for integrating dance and the other arts with core disciplines. She has mentored student teachers, primarily from Meredith College, where she also teaches dance education courses. She has been guest choreographer for musicals at N.C. State University and Meredith College. Ms. Hoban is a top candidate for GMHS dance teacher.

Visual Arts Teacher: GMHS: Qualified candidate **Dr. Karen Thorsen** has taught at a gifted and talented magnet middle school for the past 16 years and previously taught at several colleges. She earned a master's degree from New York University and a Ph.D. from the University of Pennsylvania, and received postgraduate training at the Getty Center for Education in the Arts in Ohio. Other related experiences include teaching Learning through the Multiple Intelligences, Celebration of Mountain Writing, Bridging Cultures, and Interdisciplinary Approaches to Artistic Motivation.

Dr. Thorsen has received many distinguished and coveted awards, as have many of her students. She has the skills and teaching talent to perform well as the visual arts teacher. She has a varied background of excellence in her field, has authored many publications, and has been featured in countless art exhibitions. Her experience leading workshops for other teachers ensures that she will be able to share her knowledge and expertise and model the integration of cultural arts into all areas of the curriculum.

Site-Based Translator/Hispanic Community Liaison: EGMMS: Qualified Candidate **Carol Moore** has taught in WCPSS schools for the past 31 years, serving in a variety of capacities in several different schools. In 1994, she became Spanish specialist at Joyner Magnet Elementary School, emphasizing Spanish fluency and usage in a dual-language program. She helped her entire staff become more “Spanish literate” and encouraged an atmosphere of acceptance and understanding of Hispanic/Latino students.

The key position of translator and liaison requires that the candidate be bilingual and biliterate in Spanish and English and have an understanding of Spanish-speaking cultures. A top responsibility will be to articulate the goals and needs of the significantly revised program to Spanish-speaking families. This person will not only be expected to work with teachers and provide workshops in “survival Spanish” but also will be responsible for coordinating cultural events and working with Wake County’s growing Hispanic/Latino community.

Ms. Moore’s background and education have prepared her well to become site-based translator and Hispanic/Latino community liaison. In the late 1960s she served as a U.S. Peace Corps volunteer in Uruguay and Colombia. She undertook extensive instruction before her term of service as well as during her residency in the host countries. Under the auspices of the Peace Corps and California State University, Ms. Moore took graduate courses in Latin American

culture and Spanish language. She took additional graduate courses in Spanish conversation, grammar, and the history and culture of Mexico at the North Carolina Governor's Language Institute and attended a second Governor's Language Institute course in Ecuador, focusing on Spanish immersion. Ms. Moore's studies also include courses at Fayetteville State University in Spanish language, history of Ecuador, and Quechuan language and culture.

Not only is Ms. Moore a valuable asset to WCPSS but she also is a benefit to her community. She frequently serves as a translator in parent/teacher conferences, student registration, and matters involving discipline. Ms. Moore is a volunteer for the KAIROS Prison Ministry and works with residents at the North Carolina Correctional Center for Women, a group with a high percentage of Hispanic/Latino and African-American residents. She was language services manager for the Special Olympics in 1999. Ms. Moore's life experiences, her understanding of cultures other than her own, and her commitment to community service make her an ideal candidate for the position of site-based translator/Hispanic community liaison.

French Teacher: EGMMS: Qualified candidate **Karen Vertreese** is currently foreign language department chair at Leesville Road High School. She has National Board Certification in French and received the 2004 North Carolina Chapter American Association of Teachers of French Teacher-of-the-Year award. Earlier in her career, Ms. Vertreese received an AATF scholarship to attend the Language Institute in Avignon, France. She began her work as an educator in 1962 by attending the University of Kansas Language Institute in Barcelona, Spain. Since 1980, she has been a WCPSS French and Spanish teacher at middle and high school levels, written curriculum for higher-level French courses, and been active at the both district and state levels by developing foreign language education standards.

Ms. Vertreese served as evaluator for the Southern Association of Colleges and Schools.

Other significant positions include: chair of the Department of Foreign Languages at Leesville High School, MAT student representative on the University of North Carolina-Chapel Hill Master of Arts Teaching Programs Advisory Committee, NC-AATF vice president, Teacher of the Year award coordinator, AATF president, and NCCIU annual fund award recipient to participate in the N.C. Center for International Understanding's 2000 Global Study program for educators. She is an excellent candidate for the grant-funded French teacher position at EGMMS.

MAGNET SCHOOL PRINCIPALS IN PROJECT SCHOOLS

The principals of the three project schools are seasoned administrators who are qualified to implement MSAP objectives and capable of implementing unique magnet themes. Each principal has more than five years of experience in school-site administration. All have been trained in intergroup relations, Covey's *Principle-centered Leadership*, the Baldrige quality-management system, and diversity issues. Each possesses experience in curriculum development and coordination of in-service training programs. They are district instructional leaders responsible for day-to-day operations of their schools and for administering various district initiatives.

Beulah Wright, Principal of Southeast Raleigh Magnet High School, has served as a school administrator for the past 14 years. She holds a master's degree from the University of North Carolina-Wilmington and is state-certified as a school administrator, curriculum instructional specialist, mentor, and a secondary chemistry and mathematics teacher. Before becoming principal of SRMHS, she was principal of Wakefield Middle School, which opened as a new school in 2000. At Sanderson High School, Ms. Wright was assistant principal for eight years, managing student and staff supervision, discipline, teacher evaluation, interviewing and hiring teachers, student activities, scheduling, and budget.

Ms. Wright is recognized throughout Wake County as an excellent instructional leader. She

has had extensive experience as an administrator, facing the challenges of school reform, technology integration, conflict resolution, curriculum development, block scheduling, and community ownership. She is dedicated to the success of magnet programs in the district and will commit much of her time and energy to implementing the MSAP project in her school.

Michael Holton, Principal of Garner Magnet High School, is no stranger to the Garner community, having previously served three years as principal of EGMMS —another Project Renaissance school. He led EGMMS through its transition to a magnet school and its adoption of the IB Middle Years Programme in 2003. He chaired the school leadership team and promoted the school as an IB magnet in the community, which at first was reluctant to embrace this new concept. Mr. Holton recruited teachers and encouraged students to support the goals of the WCPSS Board of Education’s Healthy Schools Policy. Mr. Holton ensured that staff received IB training by planning for and obtaining school funds for staff development.

Mr. Holton earned invaluable experience in a magnet high school environment at Enloe High School, where, as assistant principal, he was responsible for transportation; scheduling; athletics; science, health, and physical education departments; teacher recruitment; the parent-teacher-student association; and extra-duty positions and coaches. His reputation in WCPSS is outstanding, and the relevant experiences he brings to the task of managing a large high school are indeed noteworthy. Among these experiences are facilities leadership training, IB training for leaders of schools, quality tools instruction, Advancement via Individual Determination (AVID) implementation, data analysis for school administrators, leading a federally grant-funded project, creation of Professional Learning Communities, and implementation of a Wachovia Grant-funded program of “Shared Leadership.” Mr. Holton’s vision, leadership style, and devotion to students make him a model for principals and aspiring administrators throughout the county.

Cathy Williams, Principal of East Garner Middle School, brings to the position experience as an assistant principal at Enloe Magnet High and Ligon Magnet Middle schools. She had previously held positions as school-to-career coordinator in central administration and career development coordinator and marketing education teacher in two WCPSS high schools.

Ms. Williams believes in continual growth in her field and places value in achieving the highest levels of professional credentials. She is currently enrolled in the WCPSS Doctoral Cohort Program, pursuing studies for the Ed.D. in educational administration and supervision, and holds Master of School Administration and Master of Science degrees. Ms. Williams' professional development activities include the Leadership Program for Assistant Principals, a component of the Principal's Executive Program, through which she received the coveted Academic Excellence Award. She attended Wake Leadership Academy and studied the Dufour model of collaborative learning, conflict resolution, and the Langford Quality Learning Seminar.

Her wide range of experiences make her well suited to implement the significantly revised magnet program at EGMMS. She has been a curriculum writer and a test-bank contributor for the N.C. Department of Public Instruction, and other work includes organizing countywide workshops and professional development activities; managing the School-to-Career Program budget; and working with principals, teachers, and central staff to promote school-to-career activities.

All three principal positions are district-funded. As the administrative leader at each Project Renaissance school, these principals will in effect be devoting b)(4) of their time and effort to the success of their school and implementation of Project Renaissance.

OTHER CENTRAL ADMINISTRATORS WHO WILL SUPPORT THE PROJECT

Other personnel who will contribute significantly to the effective management of the project

include district administrators in the central services organization. The district has in place a structure that assures coordination and management of all aspects of magnet programs. The overall responsibility for effective operation of magnet programs ultimately rests with the WCPSS superintendent.

Dr. Del Burns, Superintendent, WCPSS, began his career as a teacher and rose from the ranks to become the 7th superintendent of WCPSS in 2006. His vision is that every child educated in WCPSS will graduate on time prepared for the challenges of the 21st century. He has established four strategic directives tied to that simple, yet fundamental focus:

1. A great school system begins with a **focus on teaching and learning**. Burns illustrates the idea with three points of a “triangle of success” for every child: *results*, *relationships*, and *processes*. *Results* (or student achievement) come from learning. *Processes* and *relationships* support teacher and student through exemplary teaching, meaningful learning, and a sense of community that engages all members of the education community.
2. The next directive is **retaining, recruiting, and training high-quality employees**. This involves ensuring that all employees— from administrators to child nutrition workers to teachers to specialists— have the information, training, and other resources they need to do their jobs effectively.
3. The third directive is to **develop and maintain systems and organizational structures to support schools, ensure accountability, and engage the community**. High-quality employees need a high-quality organizational structure and business practices that are consistent, fair, manageable, and efficient. One of Burns’ first actions as superintendent was to establish a Leadership Team, which allows WCPSS to respond to changes.
4. The fourth directive is **expanding the focus on fiscal accountability**. His newly appointed

Chief Business Officer and Chief Academic Officer will work together to align financial resources to goals and ensure that every child is successful.

Two of the district's six area superintendents, the assistant superintendent for evaluation and research, and the senior directors of magnet programs, grants administration, growth management, and curriculum and instruction oversee and evaluate activities at project schools. Their leadership is critical to project success because they are the strategic link between schools and central staff. More text describing the qualifications and résumés of central administrators, as well as charts that demonstrate their background in education and percent of time they will commit to Project Renaissance, are located in the Appendix.

Lloyd Gardner is area superintendent for 26 WCPSS schools, including GMHS and EGMMMS. He is well acquainted with magnet schools and the importance of their role in maintaining a healthy school system. Mr. Gardner served as a school administrator for a total of 13 years, most recently as principal of Enloe Magnet High School. Under his leadership, Enloe won many honors, including the coveted Ronald Simpson Distinguished Merit Award (2000), tapping Enloe as the top magnet school in the nation.

In October 2003, WCPSS named Mr. Gardner Principal of the Year. His peers have recognized him as an outstanding and gifted administrator who has led his school, the school district, and the state for the betterment of education. He has served on the Governor's Task Force on Schools of Excellence and on Wake County's study of the National Association of Secondary School Principals' "Breaking Ranks Report" on high school structures. He continues to believe in shared leadership, promoting collaboration, site-based decision making, and empowerment of teachers. He encourages visionary thinking that is student-focused and data-driven to ensure continuous improvement. Mr. Gardner encourages his principals to cultivate a

school climate that values individual strengths, instills ownership, and nurtures perpetual growth.

Julye Mizelle has served as area superintendent for the region that includes SRMHS since 2003. Her career as an educator spans almost 39 years, 28 of which have been in service to WCPSS as teacher, teacher mentor, assistant principal, principal, and area superintendent. In addition to her duties as an administrator for the district, Ms. Mizelle serves as adjunct professor for the School of Education at Meredith College.

Ms. Mizelle's credentials include an M.Ed. in elementary education, mentor certification, completion of the Capital Area Writing Project, and the Principals' Executive Program. Ms. Mizelle has continuously acted upon her belief that educators must grow professionally and remain abreast of emerging issues. Among the many courses in staff development to her credit are Principals as Technology Leaders, the Langford Quality Learning Seminar, NASSP Assessment, Professional Learning Communities at Work, and diversity training. She is a member of the Meredith College Teaching Fellows Advisory Council, Phi Delta Kappa, and the Board of Governors' Triangle Leadership Academy.

It is difficult to quantify the time and effort that these two area superintendents will contribute to Project Renaissance, yet there is no question that their involvement will be significant, especially in light of the importance that WCPSS places on its extensive network of magnet schools.

280.31(b)(2)(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools;

WCPSS functions effectively because of its 15,717 high-quality full- and part-time school-based employees. Its work force personnel are 17% male and 27% minority. Of WCPSS's 9,856 professional staff, 39% hold graduate degrees. As of December 2006, more than 1,100 WCPSS

teachers have earned certification from the National Board for Professional Teaching Standards, more than any other school district in the U.S.; 54% of these have graduate degrees.

WCPSS serves a community with high expectations for its teachers and its schools. For this reason and because of growing concern about teacher shortages, Wake Education Partnership, a nonprofit advocacy group, formed the Wake Task Force on Teaching Excellence, comprising a broad-based group of stakeholders. The task force is charged with developing a plan for advancing teacher quality. In January 2001, the task force published *All for All: Teacher Excellence for Every Child*, focusing on quality teaching in public schools. This report influenced work in teacher leadership by Wake Education Partnership and WCPSS. In March 2005, the task force released *Recruit, Retain, and Respect*, a report with recommendations for recruiting and retaining high-quality teachers (available at www.wakeedpartnership.org).

WCPSS's *Quality Matters*, issued in 2006, concludes that "most of the community's attention in 2006 centered on constructing schools and adding seats for new students. The Quality Matters committee recommends that the district refocus its attention in 2007 on what occurs inside the classroom: How successful are our students? What should we be doing to strengthen teaching quality? How well are we as a community funding the needs of our schools?" Project Renaissance will help WCPSS achieve this refocus.

The reports above were designed to renew a focus on improving teacher quality. These reports summarized current initiatives supported by the WCPSS administration, such as the Wake Leadership Academy and the Kenan Fellows for Curriculum and Leadership development. In January 2006, Wake Leadership Academy expanded to become Triangle Leadership Academy, offering professional development opportunities for educators in Wake County and surrounding school districts. The academy provides teachers, assistant principals, principals, and

district leaders with intensive leadership training in managing school reform and setting high academic standards to increase effectiveness in their classrooms, schools, and community. The Kenan Fellows Program is an innovative model that promotes teacher leadership, addresses teacher retention, and advances K-12 science, technology and mathematics education. The program selects public school teachers through a competitive process to participate in a prestigious two-year fellowship while remaining in the classroom.

Teachers at the three project schools have expertise in their disciplines, skills in curriculum development, and experience with instructional programs that promote desegregation. They have participated in training designed to increase achievement of diverse learners. Cooperative learning strategies, character education, and diversity are examples of frequently selected modules. School staff receive training in assessment measures as they relate to state ABCs and federal NCLB accountability systems. Administrators will continue to ensure that teachers are experienced in curriculum development and become master teachers in their subject areas/levels.

WCPSS school staffs are well aware of the need to provide equal access and treatment for all students, especially groups that have been traditionally underrepresented. They have undergone training in various teaching styles that strengthen education for all students, including females, members of minority racial and ethnic groups, and students with disabilities. Many of these teachers have participated in diversity training sessions and conferences, such as the North Carolina Closing the Achievement Gap Conference. They have increased their awareness, knowledge, and skills through systemwide workshops, such as Multiple Factors Affecting Student Achievement and Performance. These opportunities help WCPSS teachers and administrators to provide equitable opportunities and foster nonbiased attitudes.

WCPSS teachers represent the best and brightest, as evidenced by district, state, and national recognition received throughout the school system each year; the district's teaching force includes more than 1,000 National Board Certified teachers. Further proof of WCPSS's effective teaching force is in the high number of academic contests and scholarship winners among students. Teachers in the WCPSS exhibit impressive educational backgrounds, highly professional behavior, and consistent quality instruction in the classroom.

280.31(b)(2)(iv) The applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

Board Policy 3010 requires the Wake County BOE to provide all applicants with equal employment opportunities. In addition, the policy mandates that current employees receive training, compensation, promotion, and other attributes of employment without regard to race, color, religion, national origin, sex, age, disability, or citizenship status, except where sex, age, or physical requirements are essential occupational qualifications. All candidates are evaluated on their merits and qualifications for positions.

The board recognizes the educational and professional advantages of racial, gender, and cultural diversity within the makeup of employees who serve students. Therefore, it is committed to an employee recruitment program that results in a staff that reflects the racial, gender, and cultural diversity of its student population and the Wake County community overall. Further, WCPSS is mandated to take positive steps to recruit qualified disabled individuals. The superintendent is required to report annually to the Wake County BOE on the progress made in adhering to this policy. **It should be noted that WCPSS's hiring policies and procedures**

satisfy the requirement for section 427 of GEPA enacted as part of the Improving America's Schools Act of 1994 (PL 103-382).

One of the BOE's goals is to recruit and retain a high-quality work force. An aggressive recruitment program has been established to increase the number of well-qualified minority candidates employed in the district.

- District recruiters visit every minority campus in North Carolina and recruit on most minority campuses in the Southeast. The system sends recruiters to large consortium events in the Northeast, such as the NYC Minority Expo.
- WCPSS advertises job openings and its presence at minority job fairs in national magazines that have large minority readerships, such as *Pathways* and *Teachers of Color*. The system also advertises in the *Central Intercollegiate Athletic Association* publication, with the expectation that it will increase exposure to minority persons.
- WCPSS has strong partnerships for student teacher placement with nearby historically African-American universities, such as Shaw, Saint Augustine, and N.C. Central.

The state of North Carolina supplements efforts to recruit minority teachers in a number of ways. The North Carolina Public School Forum administers a state-funded Teaching Fellows Program, which awards four-year scholarships to outstanding high school seniors entering teacher education programs in North Carolina colleges and universities. WCPSS works cooperatively with the North Carolina Public School Forum and serves as one of the selected sites for teaching fellows to visit. The system hosts a group of freshmen teaching fellows for a discovery tour and orientation session and also hosts two weeklong orientation sessions for teaching fellows in their junior year.

Recruitment efforts include two systemwide teacher recruitment fairs that each attract

approximately 3,000 teaching candidates and annual district representation at more than 200 recruitment fairs throughout the U.S. Qualified applicants are offered early contracts to ensure recruitment of the most skilled and competent candidates. These efforts increase the pool of prospective teachers from which magnet school principals can select highly qualified personnel.

To increase the pool of qualified applicants even further and retain existing highly qualified teachers, WCPSS has added two additional job fairs. One is targeted specifically toward teachers wishing to transfer from one school to another; the second is held specifically for lateral entry candidates and provides information and resources to simplify their entry into the profession.

Along with recruitment of North Carolina Teaching Fellows, the state offers a scholarship that provides substantial loans to teacher assistants seeking a teaching license. The loan may be paid back through teaching in North Carolina. WCPSS also provides tuition reimbursement funds for teacher assistants and teachers who are earning their licenses or building upon their qualifications. WCPSS will pay for Praxis tests for teachers earning their highly qualified status or choosing to add additional areas of certification to their licenses.

280.31(b)(3) To determine personnel qualifications the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

Leaders and teaching staff in key roles described above all bring to the project an array of training, skills, and knowledge in magnet school programs and operations. They possess expertise in developing specialized curriculum and a wide range of experience in successfully desegregating educational settings across the country. Together, they represent many decades of qualified leadership.

WCPSS's diversity plan was crafted for the system with the guidance of former Superintendent William McNeal, 2004 National Superintendent of the Year, and has been carried forward under the capable leadership of Dr. Del Burns. Since 1995, the plan has provided direction for progress in assuring commitment to diversity and equitable access to academic programs. WCPSS delivers systemwide training for employees on key themes such as valuing diversity, understanding poverty, raising achievement and closing achievement gaps, working with English-language learners, conflict resolution, gang awareness, professional learning communities, equity programs, and early intervention to ensure school success.

Superintendent Burns began his career as a WCPSS teacher working with special-needs children. He recalls that with the help of family, friends, and colleagues, he gradually became an educator who learned to teach, learn, and lead. Dr. Burns has been part of WCPSS's history since the county and city systems were merged in 1976 to begin the task of voluntary desegregation. He saw the birth of magnet programs and watched them multiply. Throughout his career, assuming roles as school administrator and system administrator, he has experienced new calendars, new partnerships, national recognition, constant change, and challenges that the district faced.

Dr. Burns believes that systematic improvement holds more promise than "quick fixes." He believes in focusing on fundamentals that allow the school to serve *all* children more effectively. His vision is to have every student graduate on time and prepared for the future, and he has the patience to nurture successful strategies and initiatives over the long run to realize that vision.

WCPSS leadership takes seriously the district's commitment to encourage diversity. Administrators and teachers readily take advantage of training opportunities in diversity awareness and the multiple factors that affect student achievement and performance. They have learned that socioeconomic status and racial isolation are contributing factors to achievement

gaps. The focal point in current training is to raise the understanding that achieving the system goal— *“By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by N.C. EOG or EOC tests, and all student groups will demonstrate high growth”* – will require higher rates of academic growth among groups of students who have historically been less successful in school. Staff development includes learning about intervention/prevention methods that work with children and make connections between cultural context and achievement. One notable improvement in WCPSS staff development is emphasis on increasing teachers’ cultural competence to ultimately close achievement gaps.

The majority of WCPSS’s leaders have years of school-based experience in traditional, magnet, and alternative school settings. In most cases, these educators began their careers in the classroom and progressed through the ranks, acquiring a broad perspective of educational needs. Most have cumulative teaching and administrative experience in more than one certification area. They have demonstrated leadership skills in training and program development. Their understanding of curriculum development gives them a considerable grasp of curriculum concepts and appropriate applications for scaffolding learning experiences. Résumés in the Appendix show that many have designed curriculum strategies to meet specialized student needs.

Many of these leaders were involved in the earliest efforts to develop desegregated school settings. Their experiences form a continuum of past and current efforts and give them a sophisticated understanding of the complexities of implementing an effective desegregation plan.

280.31(c) Quality of the Project Design**(1) The Secretary reviews each application to determine the quality of the project design****SCHOOL REFORM**

In view of 21st-century demands, students need a variety of skills to manage life successfully in a global community and work force such as working in teams, problem-solving, using technology, and making presentations. Skills like these require schools to construct new learning environments that include innovative delivery systems and relevant instructional tools and resources. A very different infrastructure and program focus must be established to equip students to meet future challenges.

What is the profile of the 21st-century high school graduate? How will schools and educational programs prepare students for living and working? Educators are faced with such questions in the midst of rapid societal changes, explosion of information, globalization of human interactions, and transformation of the work force and careers. Questions like these serve as a catalyst for comprehensive school reform and are viewed as pivotal to Renaissance project schools' success in equipping all students with essential knowledge and skills.

Appropriate responsiveness to rapidly changing needs will require bold innovation in instructional programming, teaching methodologies and practices, and learning environments. Renaissance project schools strive to remain distinct and in the forefront of innovative instructional programs to meet challenging demands. These schools will build a strong program for a diverse student body that will continue operating at a high performance level long after the grant period ends. The school administration will provide appropriate opportunities for staff that meet NCLB criteria for high-quality professional development. By recruiting, hiring, and

training highly qualified teachers, the schools will be leaders in educational programming that link learning and teaching with 21st-century study and work.

The Renaissance project will arm students with enduring learning skills that will enable them to adapt to the rapidly changing 21st-century marketplace and the increasing fluidity of information systems. To be a productive 21st-century adult, the student must be able to pose appropriate questions, access information, engage in ongoing decision making, communicate effectively, and connect apparently disparate ideas within a 21st-century context. The ability to network, use the resources of others, and refine one's own information-seeking skills will be critical to surviving economically and personally. In other words, students attending Project Renaissance schools will be comfortable in engaging in anytime-anywhere learning to ensure success in future life and work.

ALIGNMENT OF MSAP PURPOSES WITH PROJECT NEEDS, OBJECTIVES, AND OUTCOMES

The project design is grounded in a comprehensive needs assessment, conducted first at the level of the entire district, and second at the level of the individual schools selected for Project Renaissance. At the district level, there is a significant need to adjust and revise the alignment of the magnet school offerings, especially at the high school level. With the building of new schools, it is becoming more imperative that magnet themes remain innovative and unique in order to compete with the traditional but newer schools. For instance, at SRMHS, the current theme of technology and leadership competes with the newer schools that are being built which have all the latest technology. High school applicants that are interested in working with the latest technology will choose to attend their neighborhood school if the technology there is comparable to that being offered at a magnet school. And, the IB theme at GMHS currently

stands in the shadows of an IB theme at another magnet high school in the district; one that has been an IB magnet school for many more years, thus making it difficult for GMHS to adequately attract students. Most high school applicants interested in the IB programme prefer to apply to the school that has been offering IB longer. Significant revisions to the magnet themes at SRMHS and GMHS, as outlined in the project design, are intended to delineate and strengthen unique offerings that these schools can provide students and parents and will improve the schools' magnet draw. Similarly, implementation at EGMMS, the newest IB MYP in the district, lags behind the two other magnet middle schools that offer the IB theme. With both of these IB middle schools being more established than EGMMS, the IB theme at EGMMS needs significant revision if it is to offer a uniquely designed IB program comparable in its magnet draw to the other established IB middle schools in the district. Also, including EGMMS in the Project Renaissance proposal will provide additional support to GMHS since many students who attend EGMMS will continue the IB MYP at GMHS.

At the level of these three schools, the needs assessment is reflected in the three major goals established in this proposal: Desegregation and Choice, Building Capacity, and Academic Achievement. Associated with the goal for desegregation and choice are sets of needs pertaining to reducing minority-group isolation, increasing the applicant pool, ensuring that minority-group isolation at feeder schools is not impacted, and implementing innovative educational methods that will promote diversity. Associated with the goal to build capacity are identified needs pertaining to highly qualified teachers, significant revision of magnet-related content and strategies, and sustaining program operations after grant funding ceases. Associated with the goal to improve academic achievement are identified needs pertaining to students success based on state and federal accountability standards, including all sub-population groups.

The needs identified at the district and school level are aligned with the six MSAP purposes. Moreover, project objectives and measurable outcomes have been matched to each of the MSAP purposes and needs that have been identified.

OVERVIEW OF PROJECT DESIGNS FOR THE INDIVIDUAL SCHOOLS

The following text describes the project design for each of the three schools, beginning with SRMHS, then GMHS, then EGMMS. The text provides each school's mission statement, background and unique needs; the school's project objectives and measurable outcomes matched to the six MSAP purposes; and an articulation of the significant revision to the school's magnet themes and program strands. The project designs also describe how each school will promote desegregation, increase interaction among students, improve student academic achievement, address the educational needs of students, carry out a high-quality educational program, and encourage greater parental involvement.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL:**Center for Leadership and Technology****MISSION STATEMENT**

The Southeast Raleigh Magnet High School will prepare all students to assume leadership roles in their local, state, national, and international communities. The school will exemplify best practices and utilize current and emerging research on leadership and technology, teaching 21st-century content in a 21st-century context. Through continuous reflection of their personal goals, students will pursue unique post-secondary opportunities, plan and attain "multi-option" career goals, and nurture an entrepreneurial spirit ... creating leaders for tomorrow's communities.

Learner Goals:

- To use technology as a tool for learning, communicating, and work;
- To value lifelong learning that supports continued intellectual, physical, and social development;
- To interact cooperatively and collaboratively with others in a variety of real-life opportunities;
- To develop creative and critical thinking skills, including decision making, problem posing and solving, inquiry techniques, and perspective analysis;
- To understand and use 21st-century tools to access information, solve problems, and communicate in effective and appropriate ways within a global community;
- To assume leadership roles in tomorrow's communities; and
- To create and manage communication and technology tools for work, learning, and leisure.

BACKGROUND AND NEEDS STATEMENT

Background: Southeast Raleigh Magnet High School (SRMHS) was built in 1997 as part of an urban renewal effort in Raleigh and has been a driving force behind growth in southeast Wake County. Southeast Raleigh High School Center for Accelerated Studies opened in July 1997 with a magnet theme of math, science and technology. Unique features of the school then were:

- Promoting the study and interest in math and science;
- Incorporating advanced technology into all aspects of the instructional program;
- Work-related experiences through apprenticeships, internships, and tutor/mentor programs;
- State-of-the-art technology in every classroom: 560 student workstations and 150 teacher laptops;
- Network with email accounts for all students and staff; and
- A requirement that seniors present a research project as a requirement for graduation.

The establishment of the magnet school in a predominantly African-American neighborhood was accompanied with accolades from all stakeholders. However, over the past 10 years, a burgeoning minority enrollment at the school has resulted from growth in WCPSS's minority populations (now close to 46%), recent Hispanic/Latino migration to the area, growth of affordable housing that has attracted minority families, and SRMHS's becoming the "school of choice" for many middle-class African-American families throughout Wake County.

SRMHS is a high-profile school tasked with creating an equitable and challenging learning environment for a diverse student population. SRMHS's minority enrollment has grown from its original enrollment of less than 45% to its current 68.8%, the highest high school minority percentage in the district. The FRL percentage at the school has increased steadily, and at 25%.

is above the district high school average of 20%. This year's freshmen class, 73% minority, illustrates a persistent trend that has resulted in SRMHS's becoming an increasingly racially isolated school unable to attract the diverse student population that has been its strength.

SRMHS originally opened as the Center for Accelerated Studies for Math, Science, and Technology and featured cutting-edge technology and technology application courses that were offered nowhere else in the district. However, after a few years, technology enhancements were taking place at all high schools in the district and new schools were outfitted with the newest technology features, forcing SRMHS to update its theme and offer a new set of unique features. Although support for WCPSS magnet programs remains strong, SRMHS has seen a decline in the number of applications from nonminority students.

Presently, the school operates as Southeast Raleigh Center for Leadership and Technology Magnet High School. Its unique features include technology integration in all curricular areas, electronic portfolios for demonstrating student progress, seven career-focus learning communities, and completion of a senior project prior to graduation. Faculty use of technology as an instructional tool rather than simple window-dressing is still a unique feature. However, these features have not allowed SRMHS to maintain the healthy balance of demographic groups that the school once experienced.

As the first WCPSS high school to offer block scheduling, SRMHS used an innovative instructional calendar to attract students interested in accelerating their learning and completing graduation requirements early. However, the opening of several newer high schools—all of which offer the attractive block schedule and have more modern facilities, the latest technology, and competitive course menus—has had a dramatic impact on SRMHS's magnet draw. The current features, once unique, are now standard for high schools across the school system.

Despite its innovative, student-centered concept, 29% of students at SRMHS tested below grade level on N.C. End-of-Course (EOC) exams in 2005-06. The school did not meet the state's expected growth standard, nor did it make AYP in 2005-06, meeting 19 of its 21 targets goals. SRMHS faces increasing challenges related to eliminating achievement gaps between minority and nonminority students. State data show that while 89% of white students had passing scores on the EOC tests, only 60% of black students had passing scores.

Needs Statement: SRMHS opened 10 years ago with cutting-edge technology and infrastructure when other high schools had few computers of any kind. With the opening of additional high schools and a systemwide initiative to bring technology to existing schools, SRMHS can no longer lay claim to being the district's technology leader. The school is not able to recruit students and parents with the romance of sheer numbers of workstations in classrooms.

The SRMHS magnet program has become less attractive over the years. The school once drew 75% of its population from students throughout the county who were interested in the school's focus on mathematics, science, and technology. The current composition of the applicant pool for SRMHS no longer represents the district's demographics, and the applicant pool has the highest percentage of minority applicants of all WCPSS magnet schools (67% compared to a districtwide average of 54%). Applications have been in a steady decline for four consecutive years. The number of applications has decreased by 37% over the past four years, the greatest decline among magnet schools. To fulfill the promises of its magnet theme and attract students, SRMHS must once again establish itself as the district's premier instructional technology innovator.

SRMHS must also prepare students for 21st-century demands with leadership, collaboration, problem-solving skills, and technology fluency. As professional environments transition from the

19th-century factory model—which favored rote skills, rigid working hours, and hierarchies over teamwork—to a flexible, ever-changing 21st-century digital culture, so too must the educational environment at SRMHS transform to prepare its students for a global information age and knowledge creation. Current and future employers expect job seekers to possess a broader range of competencies, including leadership and organizational skills. Even employees in entry-level positions are expected to demonstrate problem-solving and decision-making skills. SRMHS needs to significantly revise its leadership and technology program to focus on teaching students how to learn, how to think, and how to apply new techniques to any problem or challenge.

SRMHS must implement research-based programs that increase student achievement and assist students in tracking their progress. SRMHS struggles each year to meet federal AYP measures. SRMHS's significantly revised version of the Center for Leadership and Technology will engage students in the classroom, with an emphasis on the 21st-century skills: *rigor, relevance, and relationships*.

PROJECT OBJECTIVES

The objectives that **Southeast Raleigh Magnet High School** intends to achieve through its significantly revised magnet theme are listed in the text that follows. Each objective is related to one of the six MSAP purposes. Each objective contains specific, measurable outcomes that SRMHS is committed to attain by the end of the project. Annual benchmarks for each objective, provided in the evaluation section, have been developed to guide schools in reaching their intended performance levels for each year of the project. Summative evaluation information will be provided to the U.S. Department of Education at the end of each year to describe the level of success in meeting annual benchmarks and present plans for improvement when benchmarks are not met. Formative evaluation of strengths and weaknesses in meeting particular objectives will

be discussed regularly with participating schools and central office magnet staff. This will allow timely identification and correction of problems as well as efficient reinforcement and replication of successful approaches. The Evaluation Plan provides complete information on the evaluation procedures, data sources, data collection processes and benchmarks. It also identifies data analysis and reporting methods that will be used to evaluate the project.

PURPOSE 1: The elimination, reduction, or prevention of minority-group isolation (MGI) in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the U.S. to achieve voluntary desegregation in public schools

MSAP Objective 1: As a result of the successful implementation of significantly revised magnet programs, WCPSS will have reduced minority-group isolation at the three project schools.

WCPSS Outcome 1.1 a: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at **SRMHS** to 65.6% of the student population.

WCPSS Outcome 1.2 a: By June 30, 2010, as a result of successful implementation of the significantly revised program at **SRMHS**, a student applicant pool will have been recruited whose racial/ethnic composition has a beneficial effect on reduction of MGI at SRMHS and provides data for the Secretary's student applicant pool performance measure. (**MSAP**

Performance Measure (a))

WCPSS Outcome 1.3 a: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at SRMHS without enrollment at its feeder schools increasing above the district enrollment percentage for the grade levels served by the magnet school.

WCPSS Outcome 1.4 a: By June 30, 2010, as a result of successful implementation of a

significantly revised program, the number of students in the student applicant pool will increase by at least 200 applicants over the 2006-07 baseline.

PURPOSE 2: The development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

MSAP Objective 2: Significantly revised magnet programs at the three project schools will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic content and student performance standards.

WCPSS Outcome 2.1 a: By June 30, 2010, **SRMHS** will implement a significantly revised technology and leadership magnet theme to assist the district in achieving national, state, and local reforms.

WCPSS Outcome 2.2 a: By June 30, 2010, the significantly revised magnet theme at **SRMHS** will assist the school in meeting or exceeding State student academic achievement standards and attaining the AYP standard of the federal NCLB legislation.

WCPSS Outcome 2.3 a: By June 30, 2010, a reform-based curriculum for the significantly revised magnet theme at **SRMHS** will be finalized and will reflect challenging State academic content standards and student academic achievement standards.

PURPOSE 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.

MSAP Objective 3: WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase public choice.

WCPSS Outcome 3.1 a: By June 30, 2010, **SRMHS** will have designed and developed

innovative educational methods and practices that promote diversity in the school and its programs.

WCPSS Outcome 3.2 a: By June 30, 2010, SRMHS will have designed and developed innovative educational methods and practices that increase choices in the school and its programs.

PURPOSE 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

MSAP Objective 4: With the development and implementation of significantly revised magnet programs at the three project schools, WCPSS will have substantially strengthened the knowledge of academic subjects and attainment of vocational and technological skills of its students.

WCPSS Outcome 4.1 a: In each year of the grant, SRMHS students from major racial and ethnic groups will meet or exceed North Carolina's AYP standard. **(MSAP Performance Measure (b))**

WCPSS Outcome 4.2 a: In each year of the grant, SRMHS will meet or exceed North Carolina's AYP standard.

WCPSS Outcome 4.3 a: By June 30, 2010, as a result of the newly revised magnet theme, SRMHS will increase annually the percentage of students achieving proficiency in the five core academic subjects as required for graduation in North Carolina.

PURPOSE 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

MSAP Objective 5: WCPSS will ensure its capacity to continue operating magnet programs at the three schools at high performance levels after federal funding ends.

WCPSS Outcome 5.1 a: SRMHS will continue operating its magnet school program at a high performance level, and meet or exceed State standards three years after Federal funding ends.

(MSAP Performance Measure (c))

WCPSS Outcome 5.2 a: The number of teachers at SRMHS who implement instructional content and strategies learned through magnet-related professional development activities will increase annually.

WCPSS Outcome 5.3 a: By June 30, 2010, 100% of SRMHS classes will be taught by “highly qualified teachers” as defined by NCLB.

PURPOSE 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

MSAP Objective 6: Throughout the MSAP project period, the significantly revised magnet programs at the three project schools will provide high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

WCPSS Outcome 6.1.1 a: By June 30, 2010, all students enrolled at SRMHS will participate

and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success.

WCPSS Outcome 6.1.2 a: By June 30, 2010, all students enrolled at SRMHS will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that prepares them for postsecondary education or employment.

ARTICULATION OF THEME AND PROGRAMMATIC STRANDS

“Creating schools for the 21st Century requires less time looking in the rear view mirror and more vision anticipating the road ahead” (George Lucas, 2006). Under direction of the MSAP grant-funded SRMHS site coordinator, SRMHS will see the road ahead via a Center for Leadership and Technology model that incorporates 21st-century skills to make effective use of students’ content knowledge. This is a pivotal moment for SRMHS students. The future is now and we must prepare students not only to learn academic content but also to solve problems, create knowledge, and develop critical thinking skills.

Learning and Thinking Skills, Information and Communications Technology (ICT) Literacy, and Life Skills, outlined by the national Partnership for 21st Century Skills, form the core of SRMHS’s significantly revised Technology and Leadership Program. The Partnership—a public-private collaboration to create a successful model of blending work force skills with the educational system—claims that at a time in which technology, information and knowledge are constantly changing, learning and thinking skills, information and communication technology, and literacy and life skills are the best legacy that an educational system can impart to this generation of young people. “It is important that students know how to manage [information], interpret it, validate it, and act on it,” says Dell executive Karen Bruett, who serves on the board of the Partnership for 21st Century Skills.

Learning and Thinking Skills will be introduced through the project-based learning model developed by the New Tech Foundation in California. This model includes the following:

- Critical thinking and problem-solving skills
- Communication skills
- Creativity and innovation skills
- Collaboration skills
- Information and media literacy skills

Information and Communications Technology (ICT) Literacy will be introduced in SRMHS's New Tech classrooms to assist students in using technology to develop 21st-century content and knowledge skills:

- Knowing how to learn
- Learning how to use information
- Communicating, innovating, and collaborating
- Research, data analysis, and synthesis
- Constructing meaning and creating new knowledge

Life Skills will be incorporated into SRMHS deliberately, strategically, and broadly. Significantly revising the existing Leadership program as a foundation, SRMHS will incorporate the following skills:

- Leadership
- Ethics
- Adaptability
- Personal Productivity
- People Skills

□ Social Responsibility

SRMHS offers distinctive components in its revised theme. Under the guidance and organization of the MSAP site coordinator, students will experience a leadership and technology program that prepares them to meet the challenges of tomorrow. The site coordinator will help implement the following initiatives: the New Tech Foundation model of project-based learning, upgraded technology, new leadership components, and a pre-college summer program. Students will learn to encourage others, create group spirit, and resolve conflict through these new initiatives. The following programmatic strands outline how SRMHS will build a bridge to 21st-century learning by providing opportunities that create leaders for tomorrow.

Strand 1: iSchool, not High School

SRMHS's technology infrastructure lends itself ideally to adapting the New Tech Foundation (NTF) model. The NTF adaptation will fully implement problem- and project-based learning (PBL) components and highlight the core principles of collaboration, communication, student responsibility, team teaching, self-learning, and relevance—21st century learning and thinking skills. Introducing a PBL environment to SRMHS fits the school's twin magnet themes: technology and leadership. In this adaptation model, extensive technology resources will be the most efficient and ready tool to serve SRMHS's educational goals. The following NTF model will be implemented with the assistance of a MSAP grant-funded technology coordinator/teacher.

New Tech Foundation, seeks to reinvent high schools to enhance educational opportunities for students and transform learning so that students apply previous knowledge to new situations, new problems, and new environments. A study conducted by Rockman & Associates interviewed New Tech High School (NTHS) alumni over eight years and found strong evidence

to support the knowledge that the NTF concept is meeting the academic and skill needs of its 21st-century students (Rockman, 2006). Ninety-two percent of alumni in the study reported applying a great deal of what they learned at NTHS to their postsecondary career, and 96% of respondents said they would choose to attend NTHS again (Rockman, 2006).

The NTF model is based on a one-to-one student-to-computer ratio in a school with an enrollment under 400. SRMHS will adapt this model and use it in four core classrooms, then expand to four additional core classrooms each subsequent year, resulting in a total of 12 classrooms implementing the project-based learning over the course of the grant. These 12 classrooms will effectively create the small interdependent learning environment for students that fosters collaboration, teamwork, and problem-solving skills of the 21st century.

The partnership with NTF will provide SRMHS with extensive training and resources to implement the adaptation model. The features in this partnership are listed below:

- Access to the NTF learning system: tools that enable schools to manage the complexities of the problem- and project-based learning environment;
- School and classroom management tools;
- Access to curriculum resources ;
- Authentic assessment tools; and
- Extensive training and support to implement the NTF model.

New Tech High School has been successful in attracting students from all ethnic groups and preventing minority-group isolation. The school-to-work relationship is easily illustrated via the school's proximity to Silicon Valley. As a parallel, SRMHS can capitalize on its proximity to the Research Triangle Park, a hub of research institutes and information technology businesses and a prime driver of the area's economic and employment growth.

Project-Based Learning (PBL): The NTF model for PBL mandates an environment in which students are engaged in authentic learning and relevant experiences. The culture is one of *collaboration, communication, responsibility and relevance*, mirroring the real-world culture beyond the classroom walls. Groups of students are tasked with finding solutions to complex problems, requiring not only the acquisition of raw data (knowledge) but also providing a need for developing thinking skills and utilizing technology skills. PBL components in the NTF model comprise the following:

- curricular content –projects are based on standards and have clear goals;
- multimedia –students use technology to plan, implement, and present projects;
- student direction–maximization of student decision making and initiative;
- collaboration–students, teachers and the community work together;
- real-world connection–addresses issues relevant to students’ lives and communities;
- extended time frame–opportunities for students to plan and revise their work; and
- assessment –an ongoing approach of documenting learning: teacher assessment, self assessment, peer assessment, and reflection.

Rather than short, teacher-led lessons, PBL emphasizes activities that are long-term, student-centered and related to real-world experiences. “You won’t find teachers handing out daily assignments at NTHS...instead, you’ll find students working on long-term projects that may include a written essay, development of a Web site, and a PowerPoint presentation or photo essay” (Dan Page, *The Journal*, 2006).

SRMHS teachers will write new PBL curriculum units each year of the grant. These units will be fully supported by the N.C. Standard Course of Study (NCSCS). These units will be uploaded to the NTF Digital Project Library and shared with NTF in other schools modeling the

same approach. Presently, there are 10 other high schools in North Carolina, including one in WCPSS, that are replicating the NTF model. SRMHS will be able to collaborate with this network of high schools in the state so that all will support and advance the work of each other, aligning PBL activities to the state's standard course of study. These units and the units accessed from the NTF Digital Project Library will help students integrate content from different subjects into their projects, making learning relevant by connecting to life outside the classroom. In summary, PBL emphasizes skills that employers seek, that parents want their children to develop, and which the 21st century demands.

Training: Uniformity of processes, expectations, curriculum delivery, assessment methodologies, and access to resources all provide coherence to the school and the school community, benefiting students and staff alike. A PBL environment creates a highly desirable consistency of expectation for students and uniformity in the assessment of their performance. Uncertainty about expectations for students and how they will be assessed is removed from the learning process because students know that a standard rubric will be applied to their tasks, regardless of teacher or subject.

In the SRMHS partnership with NTF, extensive training will be offered to faculty and grant staff implementing the NTF model, creating a uniform environment of learning in the New Tech classrooms. SRMHS teachers will have the following training opportunities:

- Training/shadowing at the NTHS in Napa, California;
- Training and support to utilizing the NTF Learning System Tools;
- On-site training for PBL design;
- Training on accessing and utilizing the NTF Digital Project Library housing PBL units;
- Training on accessing and utilizing the NTF Rubric Library; and

- Extensive technology training (e.g., digital journal, project briefcase, etc.).

As SRMHS phases the NTF model into its core classrooms, a growth in achievement is expected. A number of studies over the past 10 years have found positive impacts of PBL on a variety of academic achievement measures, including standardized tests. The following list highlights a few of these studies:

- An evaluation of five years of a program called “Challenge 2000 Multimedia Project,” in which students use PBL and technology to complete an interdisciplinary multimedia project found that students in PBL classrooms outperformed comparison classrooms in communication skills, teamwork, and problem solving. Researchers also found greater achievement gains by students who had been labeled low achievers (SRI International).
- A 1999 evaluation of Tennessee schools using the Co-nect Program, which emphasizes PBL and technology, found significant improvements in test scores in all subject areas over a two-year period on the Tennessee Value-Added Assessment System (University of Tennessee at Knoxville, 1999).
- A three-year study of two British secondary schools found that students using PBL performed much better on standardized mathematics assessments than students using more traditional, direct instruction (Boaler, 1997).

Updated Technology Applications: Along with teamwork and problem solving, another exciting aspect of the NTF model is students’ use of technology. Upgrading all New Tech classrooms at SRMHS with the latest technology will have a positive effect on students as well as the attractiveness of the school’s magnet theme. According to research conducted by the International Data Corporation (IDC), the addition of technology in the classroom has helped students master reading, writing, math, and science inquiry skills (2004). “Students, especially

those with few advantages in life, learn fundamental skills better and faster if they have a chance to practice those skills using technology” (IDC, 2004). Students will have the opportunity to improve their performance through the day-to-day application of 21st-century skills and the use of innovative technologies, such as a wireless campus, a Mac and graphics lab, 3-D studio Macs, new central servers and thin-client workstations.

With the assistance of a network administrator, the multimedia component of the NTF PBL classrooms will aid the organic development of SRMHS’s technology integration. SRMHS will make the use of computers in education as seamless in the global information age as the blackboard was in the industrial age. Technology-mediated PBL is simply an acknowledgement that these powerful tools are ubiquitous in mainstream business life and that using these tools to their maximum potential for education requires a new way of doing business in the school.

Strand 2: Leadership: Fostering the 21st-Century Educator & Learner

Traditional metrics of attendance, graduation, and college matriculation rates are no longer a sufficient indicator of postsecondary preparedness. SRMHS’s significantly redesigned leadership program will include 21st-century life skills to prepare students to be leaders in civic life, higher education, and the workforce. Life skills, as defined by the Partnership for 21st Century Skills in “Results that Matter,” include *ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility*. These characteristics are not measured by an End-of-Course test, yet students who acquire and practice these traits are equipped to be leaders in a 21st-century environment that values cohesive and collaborative learning, centered around a comprehensive effort.

Revision of SRMHS’s Leadership Program will also align with elementary and middle leadership magnet program feeder schools in WCPSS. Combs Leadership Magnet Elementary

School, an MSA Simpson Award school, established WCPSS's first leadership magnet program. This school has received international recognition for its success in developing the whole child in a climate that fosters principle-centered and personal leadership. Other WCPSS schools have also successfully adopted leadership program magnet models.

SRMHS will use the core foundations of Dr. Stephen R. Covey's *7 Habits of Highly Effective People* and David Langford's data-driven decision-making tools to create a new leadership model that aligns practices and principles. Through extensive faculty training, these principles and tools will be embedded throughout SRMHS's curricular and extracurricular programs. Teachers will manage classrooms using Langford Tools and Covey Principles. In addition, students will apply these principles and tools to focus on critical areas for study, learn at their own pace, and monitor their performance and progress to improve skills and confidence.

During the course of the grant, faculty will be trained in Covey Principles. The training sessions will teach faculty the Covey 7 Habits and how to transfer these principles to students using Covey's 7 Habits for Teens. Staff development will focus on the following:

- Improving focus, communication, and balance for oneself and the school;
- Developing professional relationships for productive collaboration;
- The importance of responsibility, accountability, and commitment;
- Skills for increasing productivity by staying focused on the right things; and
- Reducing conflict by understanding exactly what you can influence.

SRMHS faculty and students will learn to use Langford continuous-improvement tools to track progress on course skills and academic objectives. Using quality-based instructional strategies, teachers will determine their own preferred learning styles and understand varied

learning styles, enabling them to use instructional strategies to meet diverse learner needs.

Teachers will examine their own grading practices and discuss opportunities for improvement.

SRMHS faculty will learn new ways to teach students to take ownership of their learning and approach knowledge acquisition in a systematic and efficient way. Students will develop lifelong decision-making skills that meet workplace needs. The Langford system of data-driven decision making will provide students with the “tool box” of techniques so that problem solutions will be based on data and analysis rather than impulse or desire. To make changes in their instructional approach, faculty will learn the following in Langford training sessions:

- The need for systemic improvement;
- The Langford Concepts of Quality Learning, Just-in-Time Learning, and the Self-Managed Classroom;
- Statistical methods to track student progress and understand improvement needs;
- Use of quality tools to continuously improve their teaching and pedagogy ;
- Teaching students how to assess and monitor their own progress and intrinsically take responsibility for learning; and
- Teaching students how to improve the quality of their learning.

SRMHS faculty will apply the Covey Principles and Langford Quality Tools to the following components of the significantly revised Leadership Program:

Academic Coaching at SRMHS will be an integral component of the new leadership model and will focus on student personal and academic goal setting. Faculty training in Covey’s 7 Habits for Highly Effective Teens and Langford Quality Tools will give the Academic Coaching program structure and allow academic coaches to teach students the value of these tools and habits. Academic coaches will work with small groups of students, and students will meet with

their academic coach daily throughout their high school career.

Each quarter of the school year, students will use Langford Tools to identify and set their own personal academic goals. Together with their Academic Coach, students will collect data and analyze practices to track their progress and growth over the course of the school year. The use of these data-driven, decision-making Langford Tools will provide students with skills to measure and monitor their personal productivity and to prepare for student-led conferences in which students share data reflecting progress towards their goals.

Another main component of the Academic Coaching class will be the addition of a program titled, *Team Building*. Team Building will engage students in a tactile, kinesthetic, hands-on approach to group cohesion. The Team Building program's three dimensional approach complements Covey principles such as "synergy" and "seek first to understand." Team Building will incorporate adventure hardware and team building materials for ice breakers, behavior management, and an introduction to business management. This team building equipment gives teachers the tools to create a climate to effectively change behavior and develop management skills in a non-threatening environment.

Student-led conferences: The Covey Habits and Langford Tools will help teachers and students prepare for student-led parent conferences. These conferences will enhance student accountability and encourage students and parents to communicate and plan for student success using data-driven tools. Prior to the conferences, students will gather work samples and use Langford data charts and graphs to document and explain their progress. This approach will strengthen their communication and people skills.

In the **Bulldog Leadership Institute**, incoming freshmen receive an introduction to the high school experience prior to the opening of school. During this orientation, freshman and 8th-

grade potential magnet applicants will have the opportunity to participate in a team-building experience at an outdoor challenge course. Students will become successful in problem solving and teamwork, skills required to succeed in the 21st-century workforce. Research and literature on challenge courses overwhelmingly supports the fact that self-esteem, a positive perception of group cohesion, risk taking, problem-solving skills and communication all increase through the use of outdoor group experience. The SRMHS outdoor challenge experience will feature a high-ropes team-building activity that includes the following components:

- Experience-based learning;
- Moving students outside their comfort zone, encouraging higher-order thinking; and
- Allowing participants to work on teams of 5-10 members to build trust and cooperation “off the ground.”

“Making Our Schools an Inclusive Community” (MOSAIC) is an existing course at SRMHS but will be updated to include the new leadership model strategies. This course engages students in frank discussions about diversity and inclusivity. Under the new leadership model, MOSAIC students will use Langford Quality Tools and Covey principles to plan and implement a school-wide initiative. The MOSAIC students will apply the Covey habit “Begin with the End in Mind” to conceive the initiative and use the Covey’s habit “Be Proactive” to implement the initiative. Learning activities in this course will focus on raising awareness and appreciation of diversity. Using Langford tools, students will gather data to assess the overall effectiveness of their initiative to raise awareness among their peers on issues that impact their school’s climate.

Seminars will strengthen communication skills and challenge students to respond to open-ended questions and support their answers with appropriate evidence. Seminars will take place during the Academic Coaching class with facilitation of student leaders from the MOSAIC class.

The seminars will promote critical thinking and student responsibility for learning, guided by the Covey habit “Seek first to understand, then to be understood.” Once this habit is accomplished, effective communication can occur and creative problem solving can take place

Strand 3: Preparing Students for 21st-Century Opportunities

SRMHS will empower students to pursue “multi-option” career planning while encouraging them to show leadership in charting their postsecondary future. SRMHS currently has multi-option career opportunities established within the school day through the Career-Focused Learning Communities (CFLCs). These CFLCs cover a number of 21st-century career fields: medicine/biotechnology, engineering technologies, law, human service, global connections, information technologies, digital arts, and education. However, the need to prepare students for successful entry into postsecondary institutions and the competitive global workforce has not been emphasized enough.

According to the Partnership for 21st Century Skills’ article “Results that Matter,” up to 55% of college freshmen entering two- and four-year college institutions are under-prepared for college-credit coursework and must enroll in remedial courses. One in four freshmen at four-year institutions and one in two freshmen at two-year institutions fail to return for a sophomore year, according to a 2004 report by ACT. In addition, 51% of employers cite math and science deficiencies as a top reason that recent graduates are not doing a good job in the workplace (National Association of Manufacturers, *2005 Skills Gap Report*). These startling statistics emphasize the need to bridge the gap between high school and college as well as strengthen high school students’ knowledge in math and science.

SRMHS will better prepare high school graduates for postsecondary coursework and the 21st-century workforce by offering interested juniors and seniors the opportunity to participate in a

pre-college experience at nearby N.C. State University. This pre-college program at a Research I institution will foster early preparation for college as well as strengthen students' understanding of math, science, technology, and engineering. Selected SRMHS students will engage in a rigorous academic experience, while interacting with faculty and students from a top post-secondary institution, in one of the following summer programs: Aerospace Engineering, Autonomous Robotics, Civil & Construction Engineering, Computer Science, Materials Science, Mechatronics, Textile Exploration, Motorsports, and Nuclear Technology. The following are descriptions of the pre-college summer programs that will be available to SRMHS students:

- **Aerospace Engineering:** Through classroom work and wind tunnel experiments, students learn basic principles of aeronautics, mechanical systems, and electronic controls. Working with faculty and current engineering students, participants apply basic principles to construct and program model airplanes, which they fly at a local field and take home at the end of the week. Other activities include training in the simulator lab and an educational experience at Raleigh-Durham International Airport.
- **Autonomous Robotics:** Students will learn basic programming, electronics, how to use a microcontroller, and circuit construction techniques. Students will build a robotic car that can automatically track a line, follow a light, or hide in the dark like a cockroach.
- **Civil & Construction Engineering:** Students will experiment with different soils and explore geotechnical engineering concepts. They will learn about standard surveying methods and equipment and participate as a group in building a real, functional wooden timber trestle bridge to learn about teamwork and project management.
- **Computer Science:** Students will be exposed to multimedia and object-oriented programming, using languages such as C, C++, or Java and will apply those

programming techniques in solving a real-life computing problem or creating a game.

Students will have the opportunity to work beside our faculty and students in state-of-the-art computing facilities on campus and learn how software is developed and applied.

- **Materials Science:** Students will investigate nanotechnology, may suit up for the clean room, and will use various techniques such as SEM/EDS analysis (field emission electron microscope), metallography, optical microscopy and mechanical testing, as well as operate a Scanning Electron Microscope (SEM), to complete the projects.
- **Mechatronics:** A concentration of mechanical, electrical and computer engineering, mechatronics engineering focuses on precision control of mechanical and machine systems. Examples of computer-controlled mechanical systems are robots, engine-fuel systems, hybrid automobiles, autonomous aerospace vehicles, stair-climbing wheelchairs, garage door openers and alternative power generation systems. Through modern Mechatronics engineering, students will explore new avenues of thinking and design that can greatly enhance the utility, performance and efficiency of modern machinery.
- **Textile Exploration:** Students will participate in textile-related presentations, screen print T-shirts, visit local businesses and tour N.C. State's campus. Participants will work on projects pertaining to polymer and color chemistry, engineering, apparel, fabric design, computer science or business management.
- **Wolfpack Motorsports:** This workshop is a hands-on program in the Department of Mechanical and Aerospace Engineering designed to expose students to the exciting world of mechanical engineering through the application of engineering basics to a real-world race car. Participants will learn the basics of vehicle dynamics, suspension geometry, and chassis tuning, as well as the underlying engineering principles.

- **Nuclear Technology:** Interested in the role nuclear technologies play in meeting society's needs and solving everyday problems? Join N.C. State's Department of Nuclear Engineering! Through a combination of group projects, labs, guest speakers and industry educational trips, students will answer such questions as "How can we develop energy sources for the U.S.? How can we detect low concentrations of environmental pollutants? How are nuclear methods revolutionizing medical diagnostics and treatments?"

SRMHS juniors and seniors who elect to participate in the N.C. State University Pre-College Summer Program will experience a weeklong program, staying in residential housing on campus and interacting with N.C. State University students and faculty. Students will take classes, perform experiments, and learn basic principles and cutting-edge practices of math, science, engineering, and technology. SRMHS's MSAP site coordinator, along with an Engineering Career-Focused-Learning-Community teacher, will partner with the executive director of Development and Experiential Learning at N.C. State University's Division of Undergraduate Programs to implement the pre-college summer program. Student participants will graduate from SRMHS with knowledge and skills relevant to the demands of the 21st-century workforce.

A DAY AT SRMHS

Isabel walked through the new-tech learning lobby at Southeast Raleigh Magnet High School and looked around for John and Marina. The three of them were collaborating on a project that they would be presenting that afternoon about global warming. She found her classmates in the conversation node, huddled over their wireless laptop computers, comparing notes and talking excitedly about components of the project they'd completed. John was sharing a video clip that he'd found for the annotated bibliography. When Marina saw that Isabel had arrived, she remembered that they still needed a graphic document to support their presentation. The three of

them leapt up and rushed to the graphics lab to retrieve the required documentation. By the time the bell rang for first period, the team was ready.

Isabel and Marina, new magnet students at SRMHS, first met in the outdoor education challenge course they took during the SRMHS Bulldog Leadership Institute's freshman orientation. Although Isabel had done some rock climbing with her family, she had never tackled anything as scary as a high-ropes course before. She was worried she couldn't do it, but she was able to rely on Marina as her belayer as she rappelled down the alpine tower. Afterwards, the two shared the exhilaration of knowing they could trust each other completely. Now she understood the word "synergy" that she'd first discovered in her Covey leadership training.

Later that day, Isabel met up with John and Marina again in freshman English class, where they decoded a 17th-century text using information they found themselves through Internet research. Isabel looked up from her Shakespeare text to her wireless laptop to review the day's objectives; meanwhile, her teacher circulated the New Tech classroom and monitored the student teams as they finished their research. Isabel thought about how much she liked being at SRMHS because she was learning skills that would help her be successful in the college of her choice.

Isabel is only a freshman, but already she has a keen interest in engineering that was sparked during the Career-Focused Learning Community (CFLC) program she took part in during the previous semester. In her junior year, she plans to participate in the N.C. State University pre-college summer program that offers SRMHS students classes in specialized science and engineering fields. Her academic coach, Ms. Cathay, has helped her track her grades and set academic goals. They meet every day, and the activities they participate in have helped Isabel build the confidence to make her own decisions.

As Isabel gets back to her Shakespeare project, she looks back at how intimidated she'd felt

about coming to SRMHS just a semester ago. Now she realizes how confident she is and that SRMHS is the right place for her.

280.31 (c)(2) The Secretary determines the extent to which each magnet school for which funding is sought will—

280.31 (c)(2)(i) promote desegregation, including how each magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

The SRMHS proposal includes numerous strategies for increasing interaction among diverse groups of students—students from different social, economic, ethnic, and racial backgrounds. The effort to increase interaction is based on three key elements: a strong instructional program that attracts a diverse group of students from throughout the district; programs and activities that promote and nurture interaction among students once they arrive on campus; and a highly qualified staff trained in teaching methodologies to address the needs of a diverse student body.

Innovative educational methods and practices create new opportunities for all students and teachers to interact and learn together. As teachers become more adept with new instructional delivery systems through PBL, traditional methods of lecture and class work will give way to more exciting and collaborative practices. Students will be actively engaged, seeking answers and satisfaction to their own questions and curiosities. Creative and collaborative thinking will be essential to the learning process. Cooperative group projects that increase interaction among students are an essential component of PBL. Students will become less dependent on teachers as they assume more responsibility for their own learning, as well as that of their peers. Teachers will become coaches and facilitators for learning, rather than simply “dispensers of knowledge.”

In this new and open environment, students will learn to use myriad resources as they develop interpersonal and collaborative skills under new strategies for teaching and learning.

The infusion of new technology into SRMHS's significantly revised program will be another strategy for promoting interaction among students from a variety of backgrounds. The motivational quality of technology and its ability to address varying learning styles will result in greater student success. Technology captures the accelerated pace of change in today's society and is not dependent upon print media and similar materials that become quickly outdated.

Additionally, the SRMHS program will infuse leadership development throughout its curricular and extracurricular programs. This significantly revised program supports interactive learning environments built around real-world problems that draw students of different backgrounds together to collaborate for creative problem solving and strategic thinking. The school will offer more opportunities for collaboration throughout the day where students from diverse backgrounds will interact, engage, and learn from one another e.g., PBL projects, MOSAIC (Making our School an Inclusive Community) course, interactive Team Building program in the Academic Coaching class, and Bulldog Leadership Institute activities. In addition, the SRMHS Leadership and Technology program will be rich in resources from local universities and organizations. These partnerships will promote the close collaboration of students that is integral to SRMHS program.

280.31 (c)(2)(ii) Improve student achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

The educational needs of SRMHS students at all points along the academic continuum must be addressed in order to increase overall achievement at the school and further reduce the gap between minority and nonminority achievement levels. SRMHS will employ sound instructional approaches based on best-practices research. SRMHS faculty will undergo further training to ensure their understanding of these practices and the ability to apply them in diverse classrooms to meet the educational needs of all students.

Major proposed programmatic reforms at SRMHS will include innovative strategies inclusive of all children at all levels. These learning models will include: project-based learning, increased opportunities for parental and community involvement, leadership strategies, and innovative technology. These, as well as other reforms, will improve the quality of all children's learning experiences and improve student achievement. The following table summarizes major strategies of the significant revisions that will be made to the magnet program at SRMHS.

Table 11. Project Strategies in SRMHS’s Significantly Revised Magnet Program to Implement Reforms and Improve Student Achievement

Strategy	Description
Project-Based Learning	Will engage students in authentic learning and relevant experiences to find solutions to a complex problem through an in-depth investigation of a topic
Integrated Technology	Applying the most current and accelerated technologies to classroom learning; creating self-directed learners
21st-Century Skills	Will aid students in developing learning and thinking skills, information & communications technology (ICT) literacy, and life skills
Environmental Design	Converting traditional classrooms into New Tech classrooms that foster a collaborative and interactive learning environment
Leadership and Team Work	Developing creative and critical thinking skills, including decision making, problem solving, inquiry techniques, and perspective analysis
Data-driven Assessment Tools	Providing students with the tools to learn at their own pace, and monitor their performance and progress to improve skills and confidence
N.C. State University Pre-College Summer Program	Providing students with challenging postsecondary education opportunities
Academic Coaching	Developing students’ personal and academic goal setting and tracking academic progress
Student-led Conferencing	Developing communication skills and applying data-driven tools to analyze academic performance and goals

280.31(c)(2)(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State’s academic content standards and academic achievement standards or directly related to improving students reading skills or knowledge of mathematics science, history, geography, English, foreign languages, arts, or music, or to vocational, technological, and professional skills; and

SRMHS’s significantly revised theme is tied to specific objectives that will strengthen students’ reading and writing skills and knowledge of mathematics, science, history, geography, English, foreign language, art, or music. All PBL curriculum units developed will be closely aligned with N.C. Standard Course of Study objectives.

Highlights of the major elements of each program, designed to ensure that SRMHS will reach its intended goals and strengthen student skills and knowledge, include:

- Partnerships between high school and postsecondary education opportunities;
- Unique educational settings that promote student collaboration and group work;
- Giving students tools to take leadership roles in their professional or vocational areas of interest;
- Tools for students to focus on critical areas for study and assess their learning, performance, and goals;
- Promotion of learning and communication using the latest 21st-century technology tools;
- Use of technology to differentiate instruction and collaborate the teaching and learning process;
- Staff development to enable teachers to connect content to real-world learning; and
- Staff tools to evaluate teaching effectiveness and improve techniques to reach all students.

280.31(c)(2)(iv) Encourage greater parental decision making and involvement.

From its establishment, SRMHS has provided opportunities for parents to be involved in their child's education. By applying to SRMHS based on their child's needs and interests, parents exercise their choice of a specialized school and, in doing so, make a stronger commitment to participate in their child's educational experience.

Moreover, the SRMHS school-improvement planning process has increased parental involvement by including parents on school-improvement committees. Parents serving on the school planning team are voting members and actively influence school programs and enhancements. As part of their planning process, SRMHS uses parent surveys to establish a current baseline and to propose needed changes for the future.

SRMHS has identified a variety of activities and methods to increase parental involvement, including:

- Serving as liaisons between the school and the larger community on matters of policy, school improvement planning, and career directions;
- Advising school's technology initiatives through a PTSA technology committee;
- Participating in and organizing marketing and recruitment activities for the school;
- Providing e-mentoring and other career experiences for the school's career-focused learning communities;
- Serving as mentors, speakers, and presenters, sharing skills/talents;
- Participating in student-led conferences; and
- Participating in student PBL presentations and their individual goal accomplishments.

GARNER MAGNET HIGH SCHOOL:
An International Baccalaureate Programme

MISSION STATEMENT

To educate visionary leaders through a challenging scholastic program. Teachers lead students, who expect to be engaged and challenged, into patterns of lifelong learning.

Demonstrating respect for their coursework toward meaningful learning, students strive to become competent and confident leaders in the adult world.

Learner Goals

- Enrich students high school experience via a dynamic arts program;
- Develop skills for 21st-century living;
- Promote international understanding and intercultural awareness;
- Prepare responsible global citizens; and
- Improve academic outcomes by establishing student advising opportunities.

BACKGROUND AND NEEDS STATEMENT

Background: Garner Magnet High School (GMHS), built in 1968, is the only high school within the city limits of Garner and still enjoys the status of being a community school. Like so many small towns in the area, Garner has experienced both positive and negative impacts from Wake County's explosive growth. Affordable housing near GMHS has enticed families from lower socioeconomic levels, including a significant number of families whose children require English as a Second Language (ESL) services. Students in new neighbors on the outskirts of Garner are often zoned to attend newer schools. In addition, families often choose magnet schools in downtown Raleigh over the traditional schools in Garner.

In 2003, the Wake County Board of Education (BOE) voted to make GMHS a magnet choice in order to attract more students and retain base students who were electing to go elsewhere. It was determined that the high school and its feeder school would benefit from the International Baccalaureate Organisation's (IBO) goals and methods of stimulating curiosity through inquiry while encouraging diversity and flexibility. In April 2005, GMHS was authorized to offer IBO's rigorous college-preparatory Diploma Programme (DP) for interested 11th- and 12th-grade students. The high school and one local middle school (East Garner Magnet Middle School, also a project school in this MSAP application) are piloting IBO's Middle Years Programme (MYP) as a partnership, expected to be authorized in Summer 2007. GMHS, a fledgling IB school, is laying the foundation for the IB MYP and DP. As of 2007-08, GMHS is expected to offer the IB MYP to a cohort of 9th- and 10th-grade students.

The current IB DP has attracted only a small percentage of all students in 11th and 12th grades, and an even smaller percentage of minority students. Of the current 50 students in the program, only nine (18%) are minority. Self-imposed lower expectations that are influenced and reinforced by families and peer groups appear to be one factor restraining greater participation. Apathy for understanding global culture and its ramifications to education and life beyond high school may be another reason for this low enrollment. The MYP cohort in 2007-08 is expected to comprise only 150 of the school's 500 9th-grade students. GMHS must provide significant revision to the existing IB program so that all 9-12th-grade students benefit from the magnet theme.

Over the past decade, GMHS's demographics have changed considerably. The school's faculty of 155 teachers, guidance counselors, media specialists, and administrators work diligently to address the needs of a diverse population. WCPSS's reassignment plan has allocated

more students from lower-income housing communities to GMHS, changing its base population. In addition, the availability of affordable housing (which has attracted minority families), a growing Hispanic/Latino community, and a growing number of year-round schools have contributed to change in school demographics. Compared to applications at other WCPSS magnet high schools, GMHS's number of magnet applicants is disappointingly low. For example, the other WCPSS high school that offers both the MYP and the DP received a total of 515 applicants, compared with GMHS's 49 applicants (WCPSS statistics, July 2006).

GMHS has moved from a 12.2% FRL rate in 2000 to a 31.3% rate in 2006; however, as is the case with most high schools, more students are eligible for FRL than actually apply. The school's total student enrollment is 2,108; of those, 11% are LEP (limited English proficient) students and 17% are students with disabilities.

GMHS needed to meet 24 target goals to achieve AYP in 2005-06. The school met 19 (79.2%) of those goals, and did not meet AYP standards. Nor did the school meet AYP standards in the 2004-05 school year. By this measure, not meeting AYP standards for the previous two school years designates this school as a low-performing school in the 2006-07 year. In addition, End-of-Course (EOC) test results for 2005-06 show a significant gap between minority and nonminority students: 79.5% of white students scored an achievement Level III/IV (proficiency or above), while only 58.1% of African American and 54.8% of Hispanic/Latino students scored a Level III/IV.

Needs Statement: The trend in low student success as demonstrated by the achievement results, indicates an urgent need for significant reform at GMHS. The existing IB program does not benefit every student in the school; a large number of students are functioning in a traditional school environment in a portion of the county that is highly socioeconomically isolated. A

significantly revised program will expand and enrich educational opportunities for all students at GMHS as well as provide teachers and students skills necessary for academic success.

Opening a window between the classroom and the outside world is one of the greatest challenges in implementing a successful IB program at a school in a socioeconomically disadvantaged community. Students, and sometimes teachers, have a difficult time seeing the world beyond the borders of their community. By offering professional development opportunities that incorporate international experiences, promote multicultural awareness, and prepare faculty to serve all students successfully, GMHS will improve the quality of staff and the overall effectiveness of delivering the IB program.

Promoting the IB magnet theme in a visible and accessible way is a challenge at GMHS. The IB program alone has not attracted the number of magnet applicants to reduce minority group isolation at the school. A highly visible cultural arts program that complements the existing IB program will vitalize the appeal of GMHS to magnet families.

PROJECT OBJECTIVES

The objectives that **Garner Magnet High School** intends to achieve through its significantly revised magnet theme are listed in the text that follows. All objectives and outcomes are associated with the six MSAP purposes. Each objective contains specific, measurable outcomes that GMHS is committed to attain by the end of the project. Annual benchmarks for each objective, provided in the evaluation section, have been developed to guide the school in reaching its intended performance levels for each year of the project. Summative evaluation information will be provided to the U.S. Department of Education at the end of each year to describe the level of success in meeting annual benchmarks and present plans for improvement when benchmarks are not met. Formative evaluation of strengths and weaknesses in meeting

particular objectives will be discussed regularly with participating schools and central office magnet staff. This will allow timely identification and correction of problems as well as efficient reinforcement and replication of successful approaches. The evaluation plan provides complete information on the evaluation procedures, data sources, data collection processes and benchmarks. It also identifies data analysis and reporting methods that will be used to evaluate the project.

PURPOSE 1: The elimination, reduction, or prevention of minority-group isolation (MGI) in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the U.S. to achieve voluntary desegregation in public schools

MSAP Objective 1: As a result of the successful implementation of significantly revised magnet programs, WCPSS will have reduced minority-group isolation at the three project schools.

WCPSS Outcome 1.1 b: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at **GMHS** to 54.1% of the student population.

WCPSS Outcome 1.2 b: By June 30, 2010, as a result of successful implementation of the significantly revised program at **GMHS**, a student applicant pool will have been recruited whose racial/ethnic composition has a beneficial effect on reduction of MGI and provides data for the Secretary's student applicant pool performance measure. **(MSAP Performance Measure (a))**

WCPSS Outcome 1.3 b: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at GMHS without enrollment at its feeder schools increasing above the district enrollment percentage for the grade levels served by the magnet school.

WCPSS Outcome 1.4 b: By June 30, 2010, as a result of successful implementation of a

significantly revised program, the number of students in the student applicant pool will increase by at least 150 applicants over the 2006-07 baseline.

PURPOSE 2: The development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

MSAP Objective 2: Significantly revised magnet programs at the three project schools will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic content and student performance standards.

WCPSS Outcome 2.1 b: By June 30, 2010, GMHS will implement a significantly revised International Baccalaureate Programme theme to assist the district in achieving national, state, and local reforms.

WCPSS Outcome 2.2 b: By June 30, 2010, the significantly revised magnet theme at **GMHS** will assist the school in meeting or exceeding State student academic achievement standards and attaining the adequate yearly progress standard of the federal NCLB legislation.

WCPSS Outcome 2.3 b: By June 30, 2010, a reform-based curriculum for the significantly revised magnet theme at **GMHS** will be finalized and will reflect challenging State academic content standards and student academic achievement standards.

PURPOSE 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.

MSAP Objective 3: WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase public choice.

WCPSS Outcome 3.1 b: By June 30, 2010, **GMHS** will have designed and developed innovative educational methods and practices that promote diversity in the school and its programs.

WCPSS Outcome 3.2 b: By June 30, 2010, **GMHS** will have designed and developed innovative educational methods and practices that increase choices in the school and its programs.

PURPOSE 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

MSAP Objective 4: With the development and implementation of significantly revised magnet programs at the three project schools, WCPSS will have substantially strengthened the knowledge of academic subjects and attainment of vocational and technological skills of its students.

WCPSS Outcome 4.1 b: In each year of the grant, **GMHS** students from major racial and ethnic groups will meet or exceed North Carolina's adequate yearly progress (AYP) standard. **(MSAP Performance Measure (b))**

WCPSS Outcome 4.2 b: In each year of the grant, **GMHS** will meet or exceed North Carolina's AYP standard.

WCPSS Outcome 4.3 b: By June 30, 2010, as a result of the newly revised magnet theme, **GMHS** will increase annually the percentage of students achieving proficiency in the five core academic subjects as required for graduation in North Carolina.

PURPOSE 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

MSAP Objective 5: WCPSS will ensure its capacity to continue operating magnet programs at the three schools at high performance levels after federal funding ends.

WCPSS Outcome 5.1 b: GMHS will continue operating its magnet school program at a high performance level, and meet or exceed State standards three years after Federal funding ends.

(MSAP Performance Measure (c))

WCPSS Outcome 5.2 b: The number of teachers at GMHS who implement instructional content and strategies learned through magnet-related professional development activities will increase annually.

WCPSS Outcome 5.3 b: By June 30, 2010, 100% of GMHS classes will be taught by “highly qualified teachers” as defined by NCLB.

PURPOSE 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

MSAP Objective 6: Throughout the MSAP project period, the significantly revised magnet programs at GMHS will provide high-quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

WCPSS Outcome 6.1.1 b: By June 30, 2010, all students enrolled at GMHS will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that prepares them for postsecondary education or productive employment.

WCPSS Outcome 6.1.2 b: By June 30, 2010, all students enrolled at GMHS will participate

and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success.

ARTICULATION OF THEME AND PROGRAMMATIC STRANDS

The IB Middle Years Programme (MYP) is guided by fundamental concepts: holistic learning, intercultural awareness, and communication. Over the two-year IB Diploma Programme (DP), students study six subjects (chosen from six IB subject groups), complete an extended essay, follow a theory of knowledge course, and participate in creativity, action, and service. IB DP prepares students to ask and answer challenging questions, learn how to learn, create a strong sense of their identity and culture, and understand and communicate with people from other countries and cultures.

Confused by the international focus and community service requirement of IB and daunted by the rigorous course load of IB DP, not all students are comfortable or confident in their academic abilities; therefore, many have avoided IB at GMHS. These students not enrolled in IB are then left to choose from traditional course offerings.

In *Teaching with the Brain in Mind*, Eric Jensen states that “our brain has a ‘baseline’ of neural connectivity, and enrichment adds to it. Students can graduate from school with a ‘baseline’ or an ‘enriched’ brain. Can we really afford to rob all the ‘nongifted’ students of their biological destiny to grow an enriched brain?” Engaging students in new cultural arts courses and expanding the existing visual arts, music, drama and dance programs, will open students to an intercultural world and build student interest in GMHS’s IB program.

GMHS will significantly revise its existing IB theme by offering new courses and cultural arts programs, building intercultural awareness among students and staff, and equipping teachers and students with skills for academic success. This revision will promote the fundamental

concepts of the existing IB program, develop critical and compassionate thinkers, expand educational opportunities for students not enrolled in the current IB MYP/DP, and develop skills for 21st-century living aligned with the overall arts mission of IB schools. With an inclusion of more IB arts and intercultural awareness courses that focus on global education, the revised theme will attract more students to IB classes. GMHS's significantly revised program will:

- Enrich all students through a dynamic cultural arts program;
- Develop respect for a variety of cultures and attitudes;
- Create lifelong learners and reflective practitioners;
- Prepare students to function in a 21st-century global workforce;
- Improve school climate by eroding cultural barriers; and
- Increase attraction to the school.

Under the leadership of the MSAP grant-funded site coordinator, enhancing the existing arts program, building students' intercultural awareness and training faculty to prepare students for postsecondary life will transform the school into a creative environment that engages, challenges, and enriches all students. Inherent within each strand are many components that equip all students with the skills and knowledge that prepare them for 21st-century living.

Strand I: Cultural Arts Enrichment

The significantly revised arts program at GMHS will expand resources for students and faculty and increase arts course offerings. The arts department will significantly change its focus to become more multicultural, creating a stronger alignment with IB objectives. The new courses will include 21st-century skills, including communication and global awareness, hands-on learning, and relevance. The new cultural arts courses will be fully supported by the N.C. Standard Course of Study. The following text outlines the cultural expansion for each art

discipline with samples of new art courses that can be used over the three-year grant timeline:

Cultural Visual Arts Expansion: Currently the visual arts program at GMHS offers basic, sequential visual art courses from level I through level IV found at any traditional WCPSS high school. The arts facility is old, and much of the material and equipment is well-used and/or damaged. The demand for these arts courses among MYP and DP students is more than the two art teachers and their arts schedule can uphold. It’s common at GMHS to turn students away from visual arts classes. With an additional visual arts teacher, more arts courses will be offered and more time will be spent developing a culturally rich arts curriculum.

Although there is a visual arts reflection of the current IB theme, multicultural variety in arts courses will enhance learning connections beyond the classroom through meaningful, relevant instructional activities. Student artwork will be showcased during a Gala Visual Arts Night at the Garner Historic Auditorium. Examples of new art courses are outlined in the following tables.

Table 12. New Art Courses Planned for GMHS

Course Title	Description	Course Objectives	Resources
World Art History	Learn the history of visual art through historical events	1) Develop an appreciation of visual art & visual expression from around the world. 2) Explain artwork to an audience of parents and classmates.	<input type="checkbox"/> Local museums <input type="checkbox"/> Collaboration with GMHS World History Class and Humanities Class
Multicultural Sculpture, Metalwork, and	Labor-intensive art experience using tools to create 3-	1) Expand students’ artistic capabilities into 3-dimensional artwork.	<input type="checkbox"/> Local college sculpture program <input type="checkbox"/> Local art gallery

<p>Ceramics</p>	<p>dimensional art and study other cultures’ art in 3 dimensions.</p>	<p>2) Make artistic, cultural connections</p>	<p>to display, auction, or sell artwork <input type="checkbox"/> Materials/Supplies</p>
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Cultural Music Expansion: Eric Jenson (1998) states that music plays a significant role in enhancing a wide range of academic and social skills, including language development, creativity, general intellectual achievement, and positive attitude toward school. Currently, the GMHS music program consists only of band and chorus. Students have limited access to music courses, and those who enroll are using 30-year-old instruments and outdated equipment.

In order to create a quality music arts program and expand opportunities for all students, the GMHS music faculty will develop and offer additional international music courses, emphasizing a global curriculum, with new equipment and instruments. In addition to the traditional musical programs, courses will be offered in culturally diverse instruments, such as African drums, Caribbean steel drums and Native American flutes. By not confining our students to a Western musical paradigm, we can open them up to a whole world of cultures.

Table 13: Example of an International Music Course at GMHS

Course Title	Description	Course Objectives	Resources
<p>Music Around the World</p>	<p>Exploring how cultures around the world have created and used music (e.g., religious ceremonies, entertainment & art)</p>	<p>1) Engage students in listening, analyzing, and discussing music from different cultures. 2) Create a short composition 3) Perform a musical project 4) Evaluate peer musical projects</p>	<p><input type="checkbox"/> World Music Library <input type="checkbox"/> Cultural Instruments <input type="checkbox"/> Local guest artists</p>

Cultural Theatre Program Expansion: The nucleus of all art activity at GMHS is the auditorium, where nearly 20 art performances—music, dance, and theater – take place every year. The present facility is antiquated and insufficiently equipped. To showcase the expanding arts program and support the growing interest in theater at GMHS, the school needs to provide an inviting hub for art activity, which requires improvements to the existing auditorium facility and a technical theater expert to manage the stage behind the scenes.

Theater program changes will extend beyond regularly scheduled drama classes. For example, students will have the opportunity to attend professional theatre productions throughout the school year. Burning Coal Theatre Company in Raleigh will participate in an eight-week GMHS residency culminating in a guest-directed after-school production of an intercultural play (e.g., Lorca’s *Blood Wedding*). Through the mainstage production, students will also enjoy the benefits of transdisciplinary opportunities in language and the humanities that enhance the connectedness of the GMHS community to the greater world. The creation of a multicultural library will provide a central resource to GMHS teachers, students, and administrators.

Cultural Dance Expansion: A multicultural dance program will promote the magnet theme. Access to myriad music and dance forms from other cultures is essential in teaching and creating dance from around the world. An anthology of world music and dance and a collection of ethnic costumes provide an authentic experience for students as they learn about a specific culture.

Under the direction of only one dance teacher, the current program cannot support the number of students interested in enrolling in GMHS dance classes, and many students are turned away each year. An additional dance teacher, funded by the MSAP grant, will accommodate the growing interest and will facilitate an expansion to the existing dance program.

Table 14. Example of an International Dance Course at GMHS

Course Title	Description	Objectives	Resources
World Dance	Identify the purpose and function of dance through analysis of dance in different cultures and performing an ethnic dance.	<ol style="list-style-type: none"> 1. Foster appreciation of different cultures through study of ethnic dances 2. Recognize how dance reflects and records world history 3. Identify patterns, trends, and relationships in the role dance plays in various cultures 4. Discuss aesthetic judgments that vary between cultures 5. Demonstrate an ethnic dance style for peers with authentic music and attire 	<ul style="list-style-type: none"> <input type="checkbox"/> Anthology of World Music & Dance <input type="checkbox"/> Resident Artists <input type="checkbox"/> DVD performance collections <input type="checkbox"/> Ethnic Cultural Attire

A significant aspect of the cultural dance expansion is the invitation to include *Resident Dance and Choreographer Artists*. Resident artists will be invited to perform, conduct student workshops, and provide a tangible role model for dance students; possibilities include:

- Garth Fagan Dance Company:** The Company will perform for GMHS students and the Garner community, and will offer workshops for dance students. Students will experience a unique and culturally diverse dance program from the Garth Fagan Dance Company, a world-renowned, modern dance company. Fagan became famous with his creation of torso-centered energy and movement in Disney’s Broadway production “The Lion King.”

Students of all cultural backgrounds will find a connection and commonality through seeing the works, participating in a lecture, taking master classes. This partnership will provide students opportunities to interact with professional dance artists.

- **Dance resident artist programs and workshops** will be arranged with the Alvin Ailey Dance Company and the Parsons Dance Company, as well as choreographers Mark Dendy and Gabe Masson.

Arts Professional Development: Quality professional development, with the opportunity to receive additional IB arts training, will strengthen current arts delivery at GMHS and provide sustainability to the interdisciplinary initiative. In addition to IB arts training, all GMHS arts and grant-funded staff will have the opportunity to attend Howard Gardner's Project Zero (PZ) summer training at Harvard University. This training will help teachers to create classrooms and instructional materials that address the demands of our rapidly changing world. During this one-week institute, teachers will examine many ideas and concepts relevant to the creation of powerful learning environments, including:

- Teaching for Understanding;
- Multiple Intelligences;
- Critical and Creative Thinking;
- Assessment as Learning;
- Learning in and Through the Arts;
- Interdisciplinary Teaching & Learning; and
- Making Thinking & Learning Visible.

The PZ training will provide participating GMHS teachers with a rich learning experience that will expand their repertoire of classroom techniques. The training will teach GMHS teachers how

to create learning experiences that are engaging and exciting for children. They will learn to use various frameworks to look analytically at their teaching and to make informed decisions about instruction. The structure of the PZ training will also allow for numerous opportunities to discuss and compare experiences with other PZ participants.

Strand 2: Extracurricular Arts Enrichment

Extracurricular programs have the unique ability to involve students in school-related activities that they choose. GMHS currently offers students very few after-school opportunities other than sports, a source of community pride. Extracurricular activities need to be expanded beyond sports. This extracurricular arts enrichment strand is designed to create a healthier school climate with student engagement in activities that make students excited about coming to and staying in school. Project Renaissance's after-school programs in dance and music will provide incentives for students to excel and offer them a safe place to develop their talents.

After-School Music Studio: Most GMHS students cannot afford musical instruments or private after-school enrichment activities, and many of the 30-year-old instruments currently used by GMHS music students are in disrepair. A complete replacement of instruments is critical, similar to a technology refresh at a technology-oriented school. These new instruments will play a dual role as instructional materials during the school day as well as the means for students to participate in after-school private or small-group lessons to increase their skill level. Outfitting the music studio with quality instruments offers all students equal access to a high-quality arts education, giving them skills to become competitive on the postsecondary level.

With state-of-the-art music equipment, GMHS staff will transform empty after-school hallways into an artists' studio—a safe, interesting, and enriching place for students to learn, practice, and perform. By contracting with local musicians to offer private or small-group voice

and instrumental lessons. GMHS will give students the benefit of gaining skills through private music instruction.

After-School Dance Program: Multicultural after-school dance clubs allow students to participate in dance traditions of other cultures and connect to their classroom arts experiences. Music and dance are natural attractions to students of this age group. GMHS dance club participants will be able to attend the American Dance Festival at Duke University in Durham, North Carolina. This experience will allow GMHS dance students to attend performances by visiting dance companies from around the world. GMHS students will also have the opportunity to go behind the scenes, as festival visitors, and witness modern dance in the making.

Summer Visual Arts Camp: GMHS visual arts teachers will capitalize on the long summer break to engage students in a rich, multicultural visual arts experience. Visual arts camps will build skills in visual art as well as encourage students to examine, reflect upon, and analyze art from myriad cultures. The summer program will also market GMHS as an arts exemplar to the rest of the district. These camps will engage many students while encouraging participation and achievement in the arts. The visual arts camp program will also provide an uniquely attractive feature for prospective magnet students.

Strand 3: Developing Intercultural Awareness

Intercultural Awareness: GMHS's student population is growing increasingly diverse. The Partnership for 21st Century Skills states in the article "Results that Matter" that global awareness is a content area critical for success in the community and workplace. Building and expanding global awareness will help student and faculty build across three levels of intercultural awareness: awareness of stereotypes, awareness of cultural traits different from their own, and awareness of another culture from the perspective of an insider.

By offering training opportunities and building partnerships with organizations that foster international understanding among students and staff, GMHS will move students beyond cultural barriers and promote international understanding. With access to the resources to interact with schools from other countries, GMHS students will prepare themselves to successfully function in a global workforce.

World View, an International Program for Educators: This program, sponsored by the University of North Carolina at Chapel Hill, is a teacher-training program with the mission of helping schools prepare students to succeed in an interconnected world. The program assists educators to integrate a global perspective into every subject area of the curriculum and at every grade level. Thomas Friedman in his *New York Times* column once said, “Thanks to the Internet and satellite TV, the world is being wired together technologically, but not socially, politically, or culturally. We are now seeing and hearing one another faster and better but with no corresponding improvement in our ability to learn from, or understand one another.”

As a cooperating partner, World View will offer GMHS faculty seminars, workshops, and symposiums that focus on working with a diverse population as well as increasing international awareness in a rapidly globalized society. GMHS will also have the opportunity to send faculty on international study visits. Previous World View groups have studied in India, Mexico, China, Spain, Eastern Europe, South Africa, and Central America. Traveling abroad will expand the participating teachers’ perspectives of other cultures.

Center for International Understanding: China Partnership: The growth and development of the culture and economy of China are critically important to stability around the globe. GMHS will partner with The Center for International Understanding, a public service program of the University of North Carolina, to create an ongoing relationship with a sister school in China.

The long-term partnership between the two schools of different countries is supported by WCPSS school leaders and recognized by faculty, staff, and students as part of GMHS's mission to increase global awareness. Visitation and exchange opportunities will enrich the educational experience of GMHS teachers. The GMHS principal and another faculty member will travel to China for an introduction to Chinese education and culture and for planning visits with their counterparts. This partnership, with the use of Web conferencing technology, will also lead to a wide range of mutual learning activities, such as joint class projects and research opportunities, that will influence students and staff in powerful ways. Visit the following URL for a preview of an interaction between a school in NC and a school in China:

<https://sas.illuminate.com/site/external/installinfo/playback?psid=2007-04-05.0443.M.9A35E239BAA21D58A2FB2ADE899E41.vcr>

Center for International Understanding: The Latino Initiative for Educators: GMHS will partner with the Center for International Understanding to respond to the growing needs of Latino/Hispanic students. Through the Latino Initiative for Educators program, GMHS will develop better understanding of the impact of immigration on the lives of its Latino/Hispanic student population and use this information to establish achievement goals. A vertical team comprising faculty from GMHS and East Garner Magnet Middle School (EGMMS) as well as administrators from WCPSS's Central Office will participate in a short-term immersion program in Mexico, orientation workshops, and a follow-up workshop to learn and find solutions to fit educational challenges.

Spanish Language Expansion: In Douglas McGray's 2006 article "Lost in America," he asks, "Can Americans open the classroom door, or will today's youth be unprepared to lead tomorrow's world?" For all the changes globalization has brought to U.S. students' cultural and

commercial ecosystem, the average classroom has lagged far behind.

Speaking more than one language is key to preparing students to function successfully in a rapidly evolving global workforce. Currently, GMHS is in dire need of the staff and resources to support the significant revision of its IB theme and offer exploratory and mastery levels of languages other than English. GMHS needs an additional Spanish-language teacher to support the Language B component of the IB program.

This grant-funded position will enable GMHS to expand its resources not only to teach additional Spanish classes but also to help increase faculty understanding of the diverse student population. Significant growth of the Hispanic/Latino population at GMHS presents new challenges and opportunities to faculty members. GMHS faculty will participate in *Understanding the Latino Culture*, a two-day workshop offered by WCPSS. The workshop focuses on the Latino population across the U.S. (specifically in North Carolina), the history of immigration, Latino cultural values, and the Mexican education system as a means to help faculty better understand and empower students. Faculty will study Latino students' current educational success within the U.S. public school systems, learn strategies to overcome language barriers, and involve parents/guardians in students' educational plan.

Expanding Multicultural Resources: To support the expansion of multicultural arts and to increase intercultural awareness at the school, GMHS will expand its media center resource collection. The media center will add art books that focus on non-Western art traditions, international films and DVDs, musical recordings for classroom instruction, and visual representations of paintings and sculptures from around the world.

Strand 4: Teacher and Student Skills for Academic Success

Leadership Advisory: This new advisory program will strengthen students' academic results

as well as develop student social, emotional, physical, and career growth. Students will participate in activities and discussions concerned with leadership skills, decision making, course selections, co-curricular involvement, postsecondary education, and career planning.

All students will be grouped and assigned to a faculty member, an “advisory coordinator.” Freshman students will learn the fundamentals of high school (such as developing research and study skills), and sophomores, juniors, and seniors will review academic goals, select academic courses, and plan for postsecondary opportunities.

Advisory coordinators, along with the MSAP site coordinator, will contact community members to volunteer time and expertise during the advisory period. For example, advisory coordinators will establish partnerships between area universities and colleges to assist juniors and seniors with college preparation. College recruiters and admission counselors will visit advisory groups to share information regarding their institutions as well as information on financial aid, scholarships, and application procedures.

Training on Understanding Poverty: WCPSS offers faculty members the opportunity to participate in three-day workshops focused on Ruby Payne’s *A Framework for Understanding Poverty*, a nationally known, research-based program focused on patterns of intergenerational poverty, family relationships, hidden rules of social classes, support systems, language patterns, and belief systems. GMHS faculty will further their understanding of poverty, cultural differences, and instructional differentiation through Ruby Payne’s training on instructional strategies that meet the diverse needs of learners.

Paideia: Paideia is a nationally recognized pedagogical philosophy that comprises didactic instruction, coached projects, and Socratic seminars. Paideia students learn to listen to their peers, question assumptions, and respond thoughtfully—important components of a 21st-century

learning environment. Currently, a small group of GMHS teachers, primarily core discipline teachers, integrate Socratic Seminars into classroom instruction. Expanding this concept across disciplines will improve teaching and learning. Additional Paideia training will strengthen the existing IB MYP theme.

End-of-Course (EOC) Test Preparation: GMHS's EOC test scores are among the lowest in the district. While teachers are working diligently to create innovative ways to improve student performance overall, specifically on EOC test scores, scores have continued to hover below 70% proficiency. Dr. Joseph Aicher, a former N.C. Central University professor, is a nationally acclaimed testing strategist. Dr. Aicher will work with teachers to provide strategies to "better understand" the North Carolina EOC, the SAT, and the ACT. Being empowered with these strategies will give teachers additional methods for working with struggling students.

After-School Tutoring: A redesigned after-school tutoring program implemented through Project Renaissance will place increased emphasis on the 21st-century skills of learning to learn. The new program will be structured on four essential principles of learning how to learn, reason, deal with complicated ideas, and work with others. This course will ease the transition from middle school to high school and establish the framework needed by students to acquire 21st-century skills. Investigating complex issues in this course will develop in students a sense of personal responsibility, the ability to collaborate with peers, and a tolerance for uncertainty. Course content will include four skill and awareness areas applicable across all disciplines. Self-assessment practices will allow students to monitor their growth throughout their high school career and create ownership and accountability for their learning and personal development.

A DAY AT GMHS

Today's going to be a great day for Eli, a 10th grader working on his IB Personal Project. Last week he learned he'd been cast as the lead in the school's production of Garcia Lorca's *Blood Wedding*. This afternoon, he's going to his first rehearsal in Garner Magnet High School's renovated auditorium. When Eli imagines performing under the spotlights on the new stage, he is finally excited about his future.

In the past, there were times Eli had considered dropping out of school. But in the first semester of his sophomore year, he took a master class in theater that was taught by a visiting director from Burning Coal Theatre Company. During a class discussion, he and the director discovered they had a mutual love of rap music, and Eli found that he had a lot to add to the class as they talked about the connection between rap lyrics and poetry.

Since that class, Eli has developed an avid interest in the arts that expanded his world. While participating in a Web conferencing exchange with high school students in China, he learned about an IB school there that was also producing *Blood Wedding*. Now he regularly i-chats with his counterparts in that production and sees new ways of interpreting the challenging text. Eli likes the idea that there's someone on the other side of the world doing the same play he is, and enjoying it just as much.

With the help of the Leadership Advisory Program, Eli is planning out the courses he needs to take to be a competitive college applicant. He's set goals and is tracking his progress. The program has taught Eli that he can be a leader, and next year, he plans to mentor freshman students and help them learn that, too.

280.31 (c)(2)(i) Promote desegregation, including how each magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

GMHS's vision is the emergence of a cultural arts program that enhances the existing IB program and gives all students the opportunities and skills to compete in a global workforce. This new vision for GMHS will foster a culture that allows students from different backgrounds to better understand one another and how they interact with the world. The concepts of interdependence in a diverse environment will be promoted in the teaching and learning process. GMHS will reinvent its educational system to develop in-depth study across disciplines and raise student expectations for their own academic success. Students will gain new and enriched perspectives as a result of their interactions with students from different backgrounds.

At GMHS, all students are eligible to participate in the significantly revised magnet program, and the strategies described in this proposal will expand and enrich opportunities for diverse groups of students to interact with each other. GMHS will ensure that students interact by using heterogeneous classes, cooperative learning, multicultural education, peer mediation, and other approaches that increase interaction and understanding among students of differing backgrounds. One strategy will be providing faculty with more professional development opportunities, through World View and the Center for International Understanding, to expand their own intercultural awareness.

Another strategy at GMHS is the development of new cultural arts courses that reflect understanding of diversity issues and attract interest from a diverse group of students. These courses will be offered to all students and will not require entrance examinations or auditions. As courses are developed or revised, appropriate components will guide teachers in incorporating

cultural awareness issues in core and new courses. Collaborative group projects that increase social interaction among students will be key components in each of these new courses.

In addition, GMHS will offer a rich after-school and summer arts program, at no cost so students from all socioeconomic backgrounds can participate. For example, the after-school music studios will allow any student to borrow one of the high school instruments and have a 30 minute, private or group, lesson with an instructor. In addition, all students will also have the opportunity to participate in after-school voice lessons, summer visual arts camps, and attend professional theater and dance productions in the community.

280.31 (c)(2)(ii) Improve student achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

GMHS will remove barriers and implement new strategies to ensure that all children will reach grade-level standards and beyond. GMHS faculty must discard any possible preconceived notions about the limitations of any child to improve student achievement. High expectations for all children will be the foundation for creating new avenues for success. Students will fully realize their potential as they take more responsibility for their own learning. They will identify and share their strengths and talents, and learn by working collaboratively with peers.

The programmatic reforms in the GMHS project include the 21st-century skills of rigorous standards, challenging and relevant content, and innovative strategies inclusive of all children at all levels. This reform will increase student achievement and provide opportunities for parental and community involvement, arts integration, expanded foreign language—resulting in improved quality of the learning experience for all children. The following table summarizes the major

strategies of the significant revisions that will be made to the magnet program at GMHS.

Table 15. Project Strategies that Implement Reforms and

Improve Student Achievement

Garner Magnet High School
IB Arts Enhancement – preparing students to function in a 21 st century global workforce by promoting a global education and emphasizing the fundamental components of IB in arts courses
Cultural Arts Courses – expanding dynamic educational opportunities for all students to engage students academically and develop respect for a variety of cultures
Spanish Language Expansion – supporting the Language B component of IB and preparing students to function successfully in a global workforce
Intercultural Awareness — exposing students to information about their culture as well as the cultures and traditions of other nations, with an eye to developing a sense of understanding and feeling of world citizenship
Leadership Advisory – promoting student academic success and helping students to focus on critical areas of study
Multicultural Resources — providing access to appropriate and adequate cultural art resources to increase intercultural awareness at the school
Professional Artist Residents – enriching students’ learning experiences with close interaction with professional artists and providing students with tangible role models
21st-Century Tools — preparing students to compete in a global workforce

280.31(c)(2)(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State’s academic content standards and academic achievement standards or directly related to improving students; reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to vocational, technological, and professional skills; and

All instruction and professional development at GMHS will be tightly aligned to the N.C. Standard Course of Study, including new cultural arts courses. The result will be a positive impact on student performance in state, national, and systemic measures. With this project proposal, GMHS will develop innovative educational methods and practices that meet student needs and interests.

Highlights of the major pedagogical elements and activities of the GMHS program, which are designed to ensure that the school will reach its intended academic goals, include:

- Student-staff advisor program to develop academic, social, emotional, and career growth;
- After-school tutorial opportunities in all subject areas;
- Accentuating the interrelatedness of subject areas through the arts;
- Development of effective communication skills with a focus on artistic expression and collaboration;
- Development of Spanish literacy and communication skills among students;
- Helping students appreciate commonalities and differences among people and cultures;
- Teaching students to recognize relationships between knowledge gained in school and applications in the outside world; and
- Teaching students to think creatively and critically, analyze perspectives, make decisions,

and solve problems.

280.31(c)(2)(iv) Encourage greater parental decision making and involvement; and

To maintain and encourage a positive relationship between GMHS families and faculty, GMHS will offer new opportunities to increase parental involvement. With an emphasis on intercultural awareness, GMHS’s program will erode cultural barriers to create a school climate that invites substantial parent participation. GMHS will expand the link between home and school to include families from diverse backgrounds in school activities.

Table 16. Parent Involvement Strategies at GMHS

<p>Parental Involvement Strategies at Garner International Baccalaureate Magnet High School</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Support of marketing and recruitment activities <input type="checkbox"/> Service as valuable mentors, speakers and presenters, sharing skills and/or artistic talents <input type="checkbox"/> Volunteering at schoolwide arts productions, exhibitions, and workshops <input type="checkbox"/> Participating in and promoting students’ creative expressions of learning <input type="checkbox"/> Assistance with multicultural resources in the media center <input type="checkbox"/> Organization of outreach opportunities to parents with limited English proficiency
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EAST GARNER MAGNET MIDDLE SCHOOL:**An International Baccalaureate Middle Years Programme****MISSION STATEMENT**

The mission of East Garner Magnet Middle School (EGMMS) is to educate the children in our community so that all may realize their full potential as productive citizens. The school will educate the whole child by providing a relevant, rigorous and challenging academic curriculum based on the North Carolina Standard Course of Study.

Learner Goals:

- Create relevance to content for students through an interdisciplinary approach to teaching and learning;
- Develop effective research, critical thinking, communication, and technology skills;
- Promote international understanding and intercultural awareness;
- Prepare responsible global citizens;
- Prepare students to participate in an increasingly interrelated world; and
- Improve academic outcomes by establishing a collaborative, professional environment.

BACKGROUND AND NEEDS STATEMENT

Background: Wake County has experienced dramatic population growth in the past decade, but the town of Garner's demographic shifts have differed from those of other areas of the county. Unlike other parts of the county, Garner offers more affordable housing, leading to a disproportionate influx of minority families, particularly families whose children require English as a Second Language (ESL) services, with a lower socioeconomic status. A significant percentage of affluent and nonminority families in the area have responded by withdrawing their students from the Garner schools to take advantage of the concentration of magnet schools in

downtown Raleigh. The end result has been a Garner public school population that is increasingly lower-income and minority-group isolated.

EGMMS's original campus, constructed in 1935, has undergone several renovations, including two major expansions within the past decade. A 1996 renovation added 10 new classrooms, additional athletic facilities, and teacher workrooms. A second major construction project in 2000 added 22 new classrooms, office spaces for support staff, an expanded cafeteria, a new gymnasium, and other facilities. There are currently 60 permanent classrooms and five mobile classroom units. Among the three schools in this proposal, the EGMMS campus is the most recently renovated.

EGMMS enrolled 1,044 students in grades 6-8 in the 2006-07 school year. Of these students, 23% are white, 57% are African-American, and 20% are Hispanic/Latino or other. Among WCPSS's 28 middle schools, EGMMS has the highest percentage of minority students (77% at EGMMS vs. 46% for WCPSS middle schools overall). The significant increase each year in Hispanic/Latino students contributes to the high percentage of minority students. EGMMS also has one of the highest percentages of students receiving free or reduced-price lunch: 49.4% in 2006-07, compared to 28.6% for all middle schools.

EGMMS has struggled with student achievement results for the past several years. In 2005-06, only 65% of EGMMS students passed North Carolina EOG exams in reading and math, the lowest percentage among WCPSS middle schools. Student performance on the math EOG exam was significantly below the district middle school passing percentage (53% compared to 74%). The school has failed to make AYP two years in a row.

The International Baccalaureate (IB) Middle Years Program (MYP) was implemented at EGMMS in Fall 2004. Originally classified as an "equity magnet," the IB MYP was intended to

dissuade local parents from choosing other educational alternatives by placing an outstanding program in their neighborhood school.

The IB MYP philosophy incorporates internationalism, responsible global citizenship, effective communication, critical thinking skills, and community service. To teach core academic subjects in a global context, each subject is taught through five themes called the Areas of Interaction: Approaches to Learning, Community and Service, Health and Social Education, Environment, and *Homo Faber* (Man the Maker).

This program spans grades 6-10 and bridges the gap between middle and high school through an effective partnership. Students who complete the MYP at EGMMS are encouraged to remain in a rigorous course of study at GMHS and enter GMHS's voluntary IB MYP cohort and diploma program in grades 11 and 12.

Needs Statement: The challenges facing EGMMS are formidable, and in reality, even the full implementation of the IB MYP is not enough to overcome the problems associated with poverty, minority-group isolation, low academic achievement, and a non-inclusive learning environment. With the increasingly diverse student population, both ethnically and socioeconomically, EGMMS teachers need more tools to connect with and engage all students in relevant content, address the academic needs of all learners, and create a learning environment that nurtures cultural understanding.

In addition, EGMMS faces the daunting challenge of filling 250 magnet seats over the next several years. EGMMS will become a "draw magnet" in 2007-08 and must fill these openings with applicants from across the southern and western parts of the district. A highly visible and attractive magnet program is vital to attract a healthy applicant pool and to keep the school operating at capacity.

PROJECT OBJECTIVES

The objectives and outcomes that **East Garner Magnet High School** intends to achieve through its significantly revised magnet theme are listed in the text that follows. Each objective is related to one of the six MSAP purposes. Each objective contains specific, measurable outcomes that EGMMS is committed to attain by the end of the project. Annual benchmarks for each outcome, provided in the evaluation section, have been developed to guide schools in reaching their intended performance levels for each year of the project. Summative evaluation information will be provided to the U.S. Department of Education at the end of each year to describe the level of success in meeting annual benchmarks and present plans for improvement when benchmarks are not met. Formative evaluation of strengths and weaknesses in meeting particular objectives will be discussed regularly with participating schools and central office magnet staff. This will allow timely identification and correction of problems as well as efficient reinforcement and replication of successful approaches. The evaluation plan provides complete information on the evaluation procedures, data sources, data collection processes and benchmarks. It also identifies data analysis and reporting methods that will be used to evaluate the project.

PURPOSE 1: The elimination, reduction, or prevention of minority-group isolation (MGI) in elementary and secondary schools with substantial proportions of minority students, which shall include assisting in the efforts of the U.S. to achieve voluntary desegregation in public schools

MSAP Objective 1: As a result of the successful implementation of significantly revised magnet programs, WCPSS will have reduced minority-group isolation at the three project schools.

WCPSS Outcome 1.1 c: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at **EGMMS** to 66.5 % of the student

population.

WCPSS Outcome 1.2 c: By June 30, 2010, as a result of successful implementation of the significantly revised program at **EGMMS**, a student applicant pool will have been recruited whose racial/ethnic composition has a beneficial effect on reduction of MGI at EGMMS and provides data for the Secretary's student applicant pool performance measure. (**MSAP**

Performance Measure (a))

WCPSS Outcome 1.3 c: By June 30, 2010, as a result of successful implementation of a significantly revised program, WCPSS will reduce MGI at EGMMS without enrollment at its feeder schools increasing above the district enrollment percentage for the grade levels served by the magnet school.

WCPSS Outcome 1.4 c: By June 30, 2010, as a result of successful implementation of a significantly revised program, the number of students in the student applicant pool will increase by at least 150 applicants over the 2006-07 baseline.

PURPOSE 2: The development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

MSAP Objective 2: Significantly revised magnet programs at the three project schools will promote systemic reforms and help to provide all students the opportunity to meet challenging North Carolina academic content and student performance standards.

WCPSS Outcome 2.1 c: By June 30, 2010, EGMMS will implement a significantly revised International Baccalaureate Middle Years Programme theme to assist the district in achieving national, state, and local reforms.

WCPSS Outcome 2.2 c: By June 30, 2010, the significantly revised magnet theme at **EGMMS**

will assist the school in meeting or exceeding State student academic achievement standards and attaining the adequate yearly progress (AYP) standard of the federal NCLB legislation.

WCPSS Outcome 2.3 c: By June 30, 2010, a reform-based curriculum for the significantly revised magnet theme at **EGMMS** will be finalized and will reflect challenging State academic content standards and student academic achievement standards.

PURPOSE 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public educational programs.

MSAP Objective 3: WCPSS will develop and implement innovative educational methods and practices at the three project schools that promote diversity and increase public choice.

WCPSS Outcome 3.1 c: By June 30, 2010, **EGMMS** will have designed and developed innovative educational methods and practices that promote diversity in the school and its programs.

WCPSS Outcome 3.2 c: By June 30, 2010, **EGMMS** will have designed and developed innovative educational methods and practices that increase choices in the school and its programs.

PURPOSE 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

MSAP Objective 4: With the development and implementation of significantly revised magnet programs at the three project schools, WCPSS will have substantially strengthened the

knowledge of academic subjects and attainment of vocational and technological skills of its students.

WCPSS Outcome 4.1 c: In each year of the grant, **EGMMS** students from major racial and ethnic groups will meet or exceed North Carolina's adequate yearly progress (AYP) standard.

(MSAP Performance Measure (b))

WCPSS Outcome 4.2 c: In each year of the grant, **EGMMS** will meet or exceed North Carolina's AYP standard.

WCPSS Outcome 4.3 c: By June 30, 2010, as a result of the newly revised magnet theme, **EGMMS** will increase annually the percentage of students achieving proficiency in reading and mathematics.

PURPOSE 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

MSAP Objective 5: WCPSS will ensure its capacity to continue operating magnet programs at the three schools at high performance levels after federal funding ends.

WCPSS Outcome 5.1 c: **EGMMS** will continue operating its magnet school program at a high performance level, and meet or exceed State standards three years after Federal funding ends.

(MSAP Performance Measure (c))

WCPSS Outcome 5.2 c: The number of teachers at **EGMMS** who implement instructional content and strategies learned through magnet-related professional development activities will increase annually.

WCPSS Outcome 5.3 c: By June 30, 2010, 100% of **EGMMS** classes will be taught by "highly qualified teachers" as defined by NCLB.

PURPOSE 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

MSAP Objective 6: Throughout the MSAP project period, the significantly revised magnet programs at the project schools will provide high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

WCPSS Outcome 6.1 c: By June 30, 2010, all students enrolled at **EGMMS** will participate in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.

ARTICULATION OF THEME

One component of the significantly revised program at EGMMS will enhance the arts to engage faculty in an interdisciplinary approach to teaching and learning, coordinating this revision with that being implemented at GMHS. Under the guidance and coordination of the site coordinator and teachers of visual arts, dance, music, and drama, classroom experiences will engage students to develop high-level critical thinking and problem-solving skills. Students will discover personal answers to essential questions such as: *How can I live in the 21st century as a contributing member of my community?*

In addition, an 8th-grade Pre-Personal Project (PPP) will give EGMMS students a hands-on, authentic learning experience to answer an essential question and expand on their 21st-century skill development. The PPP will build the research, technology, and communication skills necessary to succeed in their high school and postsecondary years. The PPP will also give students authentic experiences in oral communication skills, written communications skills, and communication-focused technology skills.

In the significantly revised program, EGMMS will also focus on building a cultural awareness and understanding in the classroom that is critical for success and employability in today's global workforce. EGMMS faculty will have numerous international opportunities and international-focused trainings to integrate global content in students' learning. Inherent within each of the following strands are many components that equip all students with the skills and knowledge that prepare them for 21st-century living.

Strand 1: Interdisciplinary Arts

Learning in an IB school takes place best when the acquisition of knowledge and skills and the search for meaning and understanding occur in the context of exploring relevant content. Subjects must connect so they make sense from the learners' perspective and make the learning experience relevant for students. Unfortunately, due to lack of resources and understanding of collaborative learning environments, many teachers at EGMMS struggle to create relevant interdisciplinary lessons. Without relevant learning experiences, students tune out.

Interdisciplinary units are key to the success of IB implementation and sustainability. In a recent authorization visit, IB Organisation representatives noted that EGMMS's weakest areas of the MYP were planning and implementing interdisciplinary units. Under the direction of the site coordinator and the EGMMS arts team, new interdisciplinary units will strengthen the IB program and invite students into a vivid and relevant learning world connected by art.

The arts department will become a catalyst for engagement and connected interdisciplinary units of learning. Using a coordinated and agreed-upon emphasis on schoolwide guiding questions, book readings, and full-scale visual and performing arts productions each year, EGMMS arts teachers will lead and inspire faculty in other disciplines—such as Language A (English), Language B (Spanish), and humanities—to explore and expound upon a shared

relevant learning experience. Texts selected for study will guide schoolwide questions and discussion through integration across all arts disciplines, permeating the school’s culture.

The schoolwide guiding questions will tap into each of the eight MYP subject areas. In addition, all arts team choices in this proposal are focused on 21st-century skills: communication and global awareness, hands-on learning and relevance. Visual and performing arts teachers will receive additional IB training in the arts to help them make these cross-curricular connections. Arts enhancement strands are fully supported by the N.C. Standard Course of Study in Language A, Language B, and the humanities. The following table outlines samples of interdisciplinary arts units that may be used over the three-year grant timeline.

Table 17. New Interdisciplinary Arts Units at EGMMS

Essential Question	Interaction Area	Text	Arts Production	Community Partnerships
<i>What are you willing to tolerate?</i>	IB Learner Profile: Risk-taking and compassion	<input type="checkbox"/> <u>Maus I</u> <input type="checkbox"/> <u>Brothers in Hope</u> <input type="checkbox"/> <u>They Poured Fire from the Sky</u>	<u>I Never Saw Another Butterfly</u> by Celest Repanti	Long-term residency with Burning Coal Theatre Company

Essential Question	Interaction Area	Text	Arts Production	Community Partnerships
<i>Can you spare some change?</i>	AoI: Environment	<u>The Tempest</u> , by William Shakespeare	8 th grade interdisciplinary Shakespeare production: <u>The Tempest</u>	Ongoing community awareness through attending EGMMS productions

Essential questions will be schoolwide, yearlong motivators that will engage both faculty and students in relevant interdisciplinary learning. This initiative will also be supported by book groups, in which the entire school community of students and faculty read the same text. The schoolwide professionally led arts production—inspired by the theme of the year’s essential questions—will showcase both visual and performing arts at EGMMS. Parents and community will be involved in the creation of all EGMMS visual and performing arts events.

Quality professional development will strengthen current arts delivery at EGMMS and provide sustainability to the interdisciplinary initiative. All EGMMS arts staff will attend Howard Gardner’s Project Zero (PZ) summer training at Harvard University. This training will help teachers to create classrooms and instructional materials that address the demands of our rapidly changing world. During this one-week institute, teachers will examine many ideas and concepts relevant to the creation of powerful learning environments, including:

- Teaching for Understanding;
- Multiple Intelligences;

- Critical and Creative Thinking;
- Assessment as Learning;
- Learning in and Through the Arts;
- Interdisciplinary Teaching & Learning; and
- Making Thinking & Learning Visible.

PZ training will provide participating EGMMS teachers with a rich learning experience that will expand their repertoire of classroom techniques. The training will teach EGMMS teachers how to create learning experiences that are engaging and exciting for children. They will learn to use various frameworks to look analytically at their teaching and to make informed decisions about instruction. The structure of the PZ training will also allow for numerous opportunities to discuss and compare experiences with other PZ participants.

A significant aspect of enhancing the existing arts program at EGMMS will be the invitation to include *Resident Artists* in the program. Resident artists will be invited to perform, conduct student workshops, and provide a tangible role model for dance students. These artists will include an African pottery artist, an African American Dance Ensemble, and the North Carolina Center for South Asian Studies. The following resident artist descriptions provide an example of what will take place at EGMMS:

- **Chuck Davis African Dance Company:** This African American Dance Ensemble (AADE) will engage EGMMS students and faculty with their signature production entitled “*Finding the Dancing Ground: From Africa To America.*” Using traditional African dance, movement, social and cultural values to demonstrate and instruct students, AADE artist residents will include master dance classes, workshops, and community/public performances over four weeks. This program will be tailored to EGMMS’s area of

study and will be aligned to the N.C. Standard Course of Study.

- **North Carolina Center for South Asian Studies (NCCSAS):** The NCCSAS offers seminars, workshops and a speakers bureau, as well as concerts including music, dance and drama to K-12 faculty and students. The NCCSAS will also allow schools to access films and documentaries about South Asia, teaching modules, and other instructional materials, including digital resources for the study of South Asia.

In addition to inviting resident artists, EGMMS arts faculty will create opportunities for their students to attend cultural events in the community. Students will attend performances at Raleigh's Memorial Auditorium and exhibits at NCCSAS in Durham, the Akland Museum at UNC in Chapel Hill and Exploris Museum in Raleigh. In addition to student museum visits, EGMMS faculty will visit museums as part of the professional development to create interdisciplinary units. For example, the school will partner with the N.C. Holocaust Council and the entire faculty will visit the Holocaust Museum in Washington, D.C. This partnership and museum visit will provide guest speakers and resources to develop interdisciplinary units.

After-School Arts Workshops: The EGMMS Arts Department will invite students, staff, and families to participate in after-school arts workshops. These workshops will support EGMMS's overall theme and provide opportunities to learn about new areas of art and improve artistic techniques. The workshops will cover all the arts disciplines, such as pottery classes, sculpture classes, painting, dance, and chorus to name a few. The following is an example of an after-school dance program:

- Tap: basic rhythm, movement, and production of sound;
- Jazz: vocabulary, technique, and jazz styles;
- Ballet: vocabulary and dance technique;

- Lyrical: combining ballet and jazz techniques to create emotion-centered dance;
- Flex & Stretch: conditioning the body through exercises with a focus on Pilates, yoga, and physical therapy;
- African Dance: upbeat, physically demanding techniques;
- Modern Dance: a range of creative movement set to music; and
- Hiphop: contemporary techniques combined with jazz.

Strand 2: Student Pre-Personal Project:

The ***IB Personal Project*** model is a requirement at the high school level for all MYP students as a program exit activity for Year 5 (10th grade). A Pre-Personal Project (PPP) is needed in grade 8 at EGMMS to support and, in many cases, teach three sets of core skills: polished oral communication skills; accurate, detailed research skills; and advanced technological skills. The PPP will enable all EGMMS students to develop these skills with an authentic learning experience. Five EGMMS faculty will attend IB Personal Project Training each year of the grant to facilitate the successful implementation of the PPP.

Students cannot successfully climb the ladder of formal education without the ability to access content and information. “The fact is, our young people are woefully under-prepared for the demands of today’s workplace,” says Ken Kay, president of the Partnership for 21st Century Skills. The PPP will address this educational obstacle by having the EGMMS students apply their technological and communication skills to real-world situations.

Pre-Personal Project Design: EGMMS students will begin the PPP process in 6th grade, when they will map out a vertical plan. In 7th grade, they will select a project topic whose subject can range from an original visual or performing art form to an invention, science experiment, or entrepreneurial business. Students will use the IB MYP Areas of Interaction as a tool to frame

the project, and they will use the IB MYP Technology Design Cycle to investigate, plan, create a product, and evaluate the outcome.

With the direction of the MSAP-funded technology coordinator/teacher, students will have the opportunity to work on their projects in an environment that supports “anytime/anywhere” learning. Converting the school to a wireless facility will provide students more flexibility to develop their projects. Students will be able to use a wireless laptop and work on their projects in groups in the classroom as well as in the media center or even outside in the courtyard. The wireless capability at the school will also be an attractive feature to potential magnet applicants.

The technology coordinator/teacher will also provide students access to various multimedia resources ranging from print to Internet, audio and visual resources, and interviews to create their project. Students will use new technology equipment, such as digital cameras, LCD projectors, wireless laptop computers, and video recording cameras to create their project and prepare their final presentation. Also, the addition of a MAC lab will support the use of graphic arts in the projects and provide software, iMovie and iDVD, to support the digital camera and digital video technology used throughout the PPP.

Students will take part in a Pre-Personal Project introduction and training session, conducted by the technology coordinator/teacher during their elective class. They will be introduced to the task, given proper instruction and deadlines, and trained in the use of technology they will need. They will have ongoing training and support from a mentor, who will guide them through the project for the entire school year. These mentors are vital to the success of the program. They will consist of EGMMS teachers, staff, and parents and they will participate in a two-day training session to help students on their projects. After end-of-the-year EOG testing, each 8th-grade student will present his or her project to a panel of advisors using a multimedia

presentation. The IB coordinator and site coordinator will organize the presentation schedule and design an assessment rubric using modified IB Personal Project criteria.

Students will store their PPP, along with all significant work from grades 6 through 8 on the school's Linux server. This server, used exclusively at EGMMS, will provide a substantial amount space to safely store all student work and project files. The culmination of student work and their projects will be combined to create an *Electronic Portfolio (EP)*. The EP will provide a means for students to reflect on the work they have accomplished during the course of middle school. The EP will help students decide the focus of their PPP, as well as document their growth from previous middle school years. The students' EP will follow them to their feeder high school, Garner International Baccalaureate Magnet High School (also a Project Renaissance school) as they continue the IB MYP program for years 4 and 5 (9th and 10th grades).

The PPP aligns with the N.C. Standard Course of Study in technology and English language arts. The English language arts curriculum goals of using "language to express individual perspectives through analysis of personal, social, cultural, and historical issues" (NCSCS English Language Arts Competency Goal 1), "using multiple sources of print and non-print information to explore and create research products in both written and presentational forms (NCSCS English Language Arts Competency Goal 2)," and exploring and analyzing the use of problem-solving solution process (NCSCS English Language Arts Competency Goal 4) are enhanced through the research and presentation portion of the PPP.

The Technology NCSCS stresses design and problem solving, technology assessment, technology systems, and integration in science, mathematics, social studies, and language and fine arts. The PPP will enhance the Technology NCSCOS through the product, written work, evaluation, technology requirements, and multimedia presentation.

Community Partnerships: The IB Coordinator and MSAP site coordinator will develop relationships with Gamer's business community to help students create their projects. Partnerships with retailers such as Lowe's, Home Depot and Belk's, as well as with law firms, medical centers and other professional offices, will be established to donate materials, sponsor projects, and work with students. These partnerships will also include universities in the surrounding area such as N.C. State, Shaw, University of North Carolina at Chapel Hill, and Duke. The MSAP site coordinator will engage professors and college students at these local universities to help students with their projects.

Strand 3: Intercultural Awareness:

IB MYP at EGMMS provides a rich curriculum framed by the MYP's five areas of interaction (approaches to learning, community and service, *homo faber*, environment, health, and social education). However, with rapid globalization of the Wake County community and the world in general, increased intercultural awareness is crucial for students' advancement and success in middle school, high school, and beyond. Thomas Friedman states in his book *The World Is Flat* that the people who will be successful in the 21st century are those who understand the emerging global infrastructure. EGMMS will broaden faculty and student global understanding by expanding intercultural staff training and student interaction with peers from another country. The following initiatives outline EGMMS's plan for increasing intercultural awareness and preparing students to participate in an increasingly interrelated world.

World View, an International Program for Educators: The World View program, sponsored by the University of North Carolina at Chapel Hill, provides teacher training that helps teachers prepare students to succeed in an interconnected world. The training will help EGMMS faculty integrate a global perspective into every subject area of the curriculum.

EGMMS faculty will have the opportunity to participate in annual symposia and seminars, international study visits, and annual partners' workshops.

As a World View partner, EGMMS will send a number of faculty members to a World View spring seminar and the organization's fall symposium. Seminar topics include: Hispanics/Latinos in the Carolinas, Teaching and Learning about South Asia, Islamic Africa, Middle East, and Sub-Saharan Africa. These ethnically diverse seminars and symposiums will better equip EGMMS faculty to work with the increasingly diverse school population, as well as increase their own international awareness of today's rapidly globalized society.

EGMMS will also send two faculty members annually on an international study visit through World View. Previous international study trips have been made to India, Mexico, China, Spain, Eastern Europe, South Africa, and Central America. Future trips are planned for Brazil, Senegal, and Turkey. Traveling and studying abroad will help EGMMS staff to understand cultures different from their own. Participating faculty members will share their experiences from the trip with the entire school staff.

As a World View partner, EGMMS will be eligible to receive individualized, in-house workshops for all faculty. Workshop topics include the following:

- Helping students appreciate linguistic and cultural diversity and the contributions of other peoples to world civilization;
- Preparing students to succeed in a global workforce;
- Teaching students how other languages and cultures interact; and
- Learning how cultural patterns give students insight into their own language and culture.

Center for International Understanding's North Carolina in the World: The mission of this suborganization of the Center for International Understanding is to create a statewide

collaborative effort to strengthen K-12 international education. The organization will establish a partnership between EGMMS and a school in Puebla, Mexico. Administrators and faculty from EGMMS will be paired with their Mexican partners to learn about Mexican education, and visits to Puebla will establish a foundation for designing collaborative student activities. Students from EGMMS will be able to communicate and collaborate on joint, themed projects with students in Mexico through web-conferencing and online correspondence. This partnership will remove the “local blinders” from school community members and give them a global view and perspective. The use of web-conferencing technology will also lead to a wide range of mutual learning activities, such as joint class projects and research opportunities, that will influence students and staff in powerful ways.

Center for International Understanding’s Latino Initiative for Educators: EGMMS’s participation in this initiative will help the school respond to needs of Hispanic/Latino students and the growth of the area’s Hispanic/Latino population. Through the *Latino Initiative for Educators* program, EGMMS will develop a better understanding of the impact of immigration on the personal lives of its Latino/Hispanic students and use this information to design an action plan with achievement goals. A vertical team consisting of faculty from EGMMS and GMHS, as well as administrators from WCPSS’s Central Office, will participate in a short-term immersion program in Mexico.

Orientation workshops and a follow-up workshop will provide learning and problem-solving opportunities that fit the educational challenges at EGMMS. The follow-up workshop will provide the time and resources to develop local plans and share best practices to address the challenges the schools’ face with the growing Latino/Hispanic student population. To build on the action plan that the initial team of faculty will create in year one of the grant, a smaller team

of faculty will continue the Mexico trip in subsequent years.

Language expansion: EGMMS currently offers only Spanish as part of IB. Since foreign-language proficiency is a primary focus of the IB program and one of the most beneficial means for EGMMS students to connect with the global community, the school will expand its language program to include French. A French teacher and all related supporting materials are necessary to make this language an option for EGMMS students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives as well as the enjoyment of being able to communicate in a language other than their mother tongue. The expanded menu of language offerings will help EGMMS model their IB mission, to equip students with the skills to succeed in a global society.

Also, EGMMS's Spanish program will be enhanced to provide the optimum level of language learning for students. Currently, the existing Spanish program has a deficit in content-related resources and materials. Spanish classrooms lack what they need to add enrichment and develop an understanding of the Spanish-speaking world. The addition of maps and other curriculum-related resources need to be added to each Spanish classroom.

As another component of the language expansion, EGMMS will offer a language exploratory course for 6th graders. This course will be similar to an Introduction to Linguistics course. Students will learn about the history of languages with links to Greek and Latin origins, as well as the origin of English, and the interconnectedness, similarities, and differences among several languages, such as Spanish, Italian and French.

Language Lab: Since daily second-language instruction is an IB MYP requirement, current Spanish teachers are challenged to provide a strong program to 30 students per class and a total of 150 students a day. Due to lack of resources, the existing foreign language program focuses

only on assessing reading and writing in Spanish, with no attention and resources to assess speaking and listening, the two most commonly used forms of expressing language.

Being able to assess students' speaking and listening will increase the rate of language acquisition and proficiency. With proper resources and materials, students will attain proficiency in speaking and listening to their second language, and be able to assess their own abilities as well as benefit from communicating with their peers. A state-of-the-art mobile language lab will open up a whole new level of language acquisition and proficiency at EGMMS. The lab will include appropriate sound recording and editing software and hardware consisting of headsets with microphones and functional sound cards to supplement EGMMS's only existing computer lab. In a school of more than 1,000 students with only one computer lab, the addition of a mobile language lab is vital. With equitable access to language resources, teachers can facilitate the acquisition and proficiency of foreign language.

Hispanic/Latino Community Outreach: EGMMS is experiencing a burgeoning increase in the numbers of Hispanic/Latino students. To better connect with the growing Hispanic population, EGMMS needs a site-based translator/Hispanic community liaison position. The person in this position will bridge the gap between the school and the Spanish-speaking community. For example, the translator/Hispanic community liaison will translate for Spanish speaking families visiting the school and during parent/teacher conferences. This person will also translate materials sent home from the school, such as newsletters, announcements, and PTA information. The Hispanic/Latino community liaison will be available to support teachers in their classrooms and will advance partnerships that the school needs to build in the Hispanic/Latino community.

The site-based translator/Hispanic community liaison position is also crucial to developing

partnerships with local Hispanic organizations and businesses to increase communication and develop a stronger relationship with Hispanic families. This person will create outreach opportunities for students and faculty with the following local organizations:

- **El Pueblo, Inc.:** EGMMS faculty will attend the Latino Issues Forum held by El Pueblo and share information and knowledge with the rest of the faculty. EGMMS students and faculty will attend the fall Fiesta del Pueblo, which focuses on cultural traditions, typical foods, community outreach and education. EGMMS students and faculty will also work with the Leamos Juntos program through El Pueblo and Wake County Smart Start, Inc., to meet literacy needs of low-income, low-literacy, first-generation, and limited-English-proficient Hispanic/Latino families with children under five years of age.
- **North Carolina's Society of Hispanic Professionals (NCSHP):** EGMMS students will have the opportunity to attend the Hispanic Educational Summit hosted by the North Carolina Society of Hispanic Professionals. The summit is an outreach program for 6th-12th graders, their parents, teachers, community leaders, school administrators, and Hispanic/Latino professionals. It provides a micro-forum to motivate Hispanic/Latino students to stay in school, excel in their studies, and pursue higher education.
- **Chapel Hill Institute for Cultural and Language Education (CHICLE):** CHICLE will also provide cultural training to EGMMS faculty and the Hispanic community. The institute provides informational seminars and workshops catered to the needs of the local Hispanic/Latino community.

Strand 4: Highly Qualified Teachers Trained for Student Academic Success

As students are encouraged to develop skills necessary for the 21st century, so, too, must teachers continuously improve and expand their knowledge base to better prepare students for

the expectations that await them in their high school and postsecondary careers. Teachers must learn and implement strategies to demonstrate cultural sensitivity in order to broaden international awareness and bridge the achievement gaps between various socioeconomic and culturally diverse student populations at EGMMS. Teachers will need support and training to broaden their knowledge base and strategies, including:

- **Wake County Mentor Training:** EGMMS experienced a 2005-06 teacher turnover rate of 36% and an influx of 41% initially licensed educators or teachers with 0-3 years teaching experience--percentages higher than both the district and the state averages. Teachers need support and encouragement to foster their desire to remain at WCPSS. A summer mentor program will assist veteran EGMMS teachers to acquire mentor status, and they, in turn, will mentor newer EGMMS teachers. Retaining energetic, caring, open-minded teachers who are flexible and eager to learn new things will benefit students.
- **National Board Certification Support:** Currently, 84% of EGMMS's 68 teachers are designated as highly qualified, 84% are fully certified, and 12% hold an advanced degree. Yet in a school district with more than 1,100 Nationally Board Certified teachers, only four at EGMMS are Nationally Board Certified. EGMMS teachers need encouragement and support to pursue National Board Certification. National Board Certification improves a teacher's skills in self-reflection, methodology development, and raising student levels of rigor and achievement. According to the National Board for Professional Teaching Standards (2006), National Board Certification recognizes achievement, strengthens and reaffirms teaching strategies, adds credibility to the teaching profession, represents the profession's highest standards, and positively impacts student learning.

A DAY AT EGMMS

Sibel's bus ride takes her through the countryside to East Garner Magnet Middle School. She has always lived with her parents in the same small ranch house in rural Garner, but she's visited many countries and cultures through her studies at the International Baccalaureate school. She has discovered interests and talents she never knew she had, and worlds she had never even imagined became real through the integration of the arts into the core subject areas.

Although her teachers have rigorous academic expectations, Sibel enjoys attending a school where all learning is related and interconnected. This year, EGMMS students are examining the essential question "What are you willing to tolerate?" and reading *Brothers in Hope*, the story of the "Lost Boys" of Sudan. In science class, she learned how every aspect of life is impacted by how we treat of the environment. Her art class invited a potter to share with students how land and people are depicted through the traditions and symbolism of African pottery. This week, her French class is taking place in the school's Mac lab, where Sibel is researching French-speaking African cultures in preparation for selecting a topic for her Pre-Personal Project.

Last fall, Sibel attended International Peace Day, an event at Garner Magnet High School that was hosted collaboratively by WCPSS's IB schools. That's where Sibel met Gabi, a WCPSS high school student originally from Sierra Leone who now tutors Sibel in French. Thanks to their IB connection, the two friends plan outings to cultural sites, such as the N.C. Museum of Art and Exploris Museum in downtown Raleigh.

Her rich experience at EGMMS has made Sibel less apprehensive about the academic demands of high school. Her parents, who have lived their whole lives in rural North Carolina, are proud of Sibel's achievements and connections to life outside their community. They know she has the skills and knowledge it takes to succeed in a changing and competitive world.

280.31 (c)(2)(i) Promote desegregation, including how each magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

At EGMMS, all students will acquire a sense of personal and cultural identity and a respect for themselves and others. Cultural arts enhancements to the existing IB MYP will develop lifelong learners who are inquiring, caring, and knowledgeable and will provide experiences to increase interaction among students of diverse backgrounds. Students will collaborate with their classmates of different racial and ethnic backgrounds through Pre-Personal Projects (PPP), interdisciplinary units, arts productions, and Hispanic/Latino outreach events.

Collaborative projects among students will be key components of the interdisciplinary arts units, arts productions, and the PPP. EGMMS faculty will promote intercultural awareness and understanding throughout these grant initiatives. A fundamental concept in the EGMMS program is intercultural awareness. With the staff international travel experiences and international school partnerships, EGMMS faculty will encourage students to consider multiple perspectives while learning about their own and other cultures. This approach will foster tolerance, respect, and empathy for the differences among people.

All students will have the opportunity to develop language skills in Spanish and French. As students develop fluency in Spanish, they will become adept at communicating with the growing Spanish-speaking population in Wake County and at the school. Language will no longer be a barrier for these students to interact socially with their Spanish-speaking peers and neighbors. The partnerships with local Hispanic/Latino organizations will expose students to people of

diverse backgrounds and broaden their cultural horizons. These partnerships will also strengthen and increase communication and interaction with Hispanic/Latino families at the school.

EGMMS faculty will benefit from extensive professional development on global issues. This training will raise their awareness of the needs of students from all social, economic, and racial backgrounds. Professional development through the Center for International Understanding and World View will address cultural concerns and heighten sensitivity to the needs of underrepresented groups. Participating faculty members will be expected to take the knowledge back to their school and spread awareness of global issues.

280.31 (c)(2)(ii) Improve student achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school;

Traditionally, reform efforts have focused on students with the greatest need or students who are below grade level—in North Carolina, this is defined as levels I and II on EOG tests. The EGMMS grant proposal will improve the achievement of *all* students, including those who struggle to achieve grade level and those who excel. The educational needs of the students at all points along the academic continuum must be addressed in order to increase the overall achievement of the schools and to further reduce the gap between minority and nonminority achievement levels. EGMMS will employ sound instructional approaches based on best-practices research. EGMMS faculty will undergo further training to ensure their understanding of these practices and the ability to apply them in diverse classrooms to meet the educational needs of all students.

EGMMS faculty will create strategies that support educational needs and improve

achievement of all students. Faculty will deliver these strategies with the highest level of expectation for all children. The following table summarizes the major strategies of the significant revisions that will be made to the magnet program at EGMMS.

**Table 18. Project Strategies that Implement Reforms
and Improve Student Achievement**

East Garner Magnet Middle School
Interdisciplinary Units - creating relevant learning experiences for students and encouraging students to make connections across subject areas.
Arts Integration - Developing critical and creative thinking in a rich and stimulating learning environment
Pre-Personal Project – accessing content and information in an authentic learning experience that incorporates inquiry and project-based learning and multimedia applications
Language Expansion (Spanish & French) - giving students access to a broader range of input, experiences and perspectives; and equipping students with the skills to succeed in a global society
Electronic Portfolios – offering new ways to communicate achievement and progress to parents and to assess student understanding
Hispanic/Latino Community Service Outreach - enriching students’ learning experiences through community services and projects
Cross-cultural Awareness – promoting international understanding and a respect for the variety of cultures

280.31(c)(2)(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State’s academic content standards and academic achievement standards or directly related to improving students’ reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to vocational, technological, and professional skills; and

Rigorous curriculum, challenging content, and high performance standards form the cornerstone of EGMMS’s significantly revised program. All instruction, as well as professional development, will be tightly aligned to the N.C. Standard Course of Study, thus having a positive impact on student performance in state, national, and systemic reforms. All new interdisciplinary units will be closely aligned with the N.C. Standard Course of Study. Throughout the MSAP grant, EGMMS will develop innovative educational methods and practices that meet identified student needs and interests and advance the success of the school with meeting state ABC and federal NCLB standards. The following table outlines these activities designed to ensure that EGMMS will reach its intended academic goals.

Table 19. Methods and Practices to Improve Academic Achievement

East Garner Magnet Middle School
Includes a Pre-Personal Project, an independent piece of work, that is a culmination of the students’ involvement in grades 6-8 of the MYP
Accentuates the interrelatedness of subject areas (social studies, English, arts, foreign language, etc) and their connections to the real world.
Establishes international connections in all subject areas, which increases knowledge of geography

Applies technology for research, communication, problem solving and retrieving and storing data
Creates relationships between school subjects and society through community partnerships
Develops Spanish and/or French literacy and communication skills among students
Encourages students to recognize commonalities and appreciate differences among people and cultures
Fosters critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs

280.31(c)(2)(iv) Encourage greater parental decision making and involvement.

Research on parental involvement indicates that parental participation has a positive effect on student academic achievement. In the article, *A New Generation of Evidence: The Family Is Critical to Student Achievement*, Anne Henderson and Nancy Berla state that the family makes critical contributions to student achievement from early childhood through high school. When parents are involved at school, children do better in school and stay in school longer (Henderson and Berla, 1994). EGMMS believes they can best serve the needs of their students by increasing the involvement of the family in the education of the whole child.

To maintain and encourage this positive network of communication between school, parents and staff, EGMMS will build on the traditional strategies of parental involvement, such as parent-teacher-student association meetings, traditional parent-teacher student-conferences, and invitations to participate on school or district advisory committees. EGMMS will implement the following new strategies to enhance parent involvement and strengthen the link between the home and school environments.

Table 20. Parent Involvement at EGMMS

<p>Parent Involvement at East Garner Magnet Middle School: International Baccalaureate Middle Years Programme</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supporting marketing and recruitment activities <input type="checkbox"/> Mentoring students throughout their Pre-Personal Project <input type="checkbox"/> Volunteering at schoolwide arts productions <input type="checkbox"/> Tutoring non-native English-speaking students <input type="checkbox"/> Participation in Hispanic/Latino outreach events <input type="checkbox"/> Volunteering in the language lab to improve student services and resources <input type="checkbox"/> Organization of a technology parent committee
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280.31(2)(d) Budget and resources.**280.31 (d) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget of the project, including—**

The following section addresses the adequacy of facilities that Project Renaissance will utilize, the adequacy of equipment and supplies that the project will use, and the adequacy and reasonableness of the budget in relation to the objectives of the project. Descriptions of budget and resources are supported by the budget detail and budget narrative provided in Part II.

No pre-award costs are budgeted in this grant. All pre-award costs have been assumed by the school district to this point in time. Should an MSAP grant award be made, the school district will seek to recover expenses incurred after July 1, 2007, that fall within three months of the start of the performance period and that were budgeted for in the grant proposal.

280.31 (d)(1) The adequacy of the facilities that the applicant plans to use;

Each of the three Project Renaissance schools has adequate facilities to house the proposed projects. Schools have sufficient capacity for projected student enrollment and project activities. Space is available to house the additional staff and planned activities in classrooms, resource centers, or lab settings that support the integration of curriculum and the infusion of technology as described in school plans. Current facilities can also accommodate the planned enhancements envisioned for each school.

Nonconstruction facility renovations/enhancements for Project Renaissance are budgeted in Year 1 at two project schools and in Year 2 & Year 3 at one of the schools. Facility enhancements in Year 1 will include renovating the existing auditorium at GMHS and converting four traditional classrooms to New Tech classrooms at SRMHS. Facility enhancements in Years 2 and 3 will involve continuing the phase-in of New Tech classrooms at

SRMHS. In every instance, facility enhancements to support Project Renaissance initiatives are coordinated in close alignment with the district's Plan 2004 and Capital Improvement Plan (CIP) 2006, which outlines renovations at many of the district's 147 schools. WCPSS's commitment to its magnet schools is underscored by extensive renovations completed at East Garner Magnet Middle School in 2000 and the construction of Southeast Raleigh Magnet High School, which opened to students in 1997.

Of the three Project Renaissance schools, only one is currently undergoing a major construction project. Garner Magnet High School will complete Phase Two of a major project in 2007-08 of the grant. This project includes opening a 9th grade center in the first year of the grant. This center will add an additional 16 classrooms to the high school as a solution to opening more available seats.

Nonconstruction enhancements to existing facilities, identified in the following text, ensure the adequacy of the facilities to successfully implement Project Renaissance. Enhancements to the existing facility are coordinated with Plan 2004 and CIP 2006, an extensive WCPSS capital improvement plan. The following nonconstruction enhancements will support the significantly revised theme at all three Project Renaissance schools.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL:

CENTER FOR LEADERSHIP AND TECHNOLOGY

Enhancements to the existing facility in support of the significantly revised theme and programmatic strands include:

- Updating the technological infrastructure to support wireless capabilities and adding a Linux server;
- Converting traditional core classrooms to New Tech classrooms that support

collaborative learning outfitted with furniture, such as FlipIt computer tables and conference tables;

- Creating a Non-linear Lab - with cameras, mixers, lights, booms, cables, workstations, and software;
- Creating a Graphics Lab with high-end workstations, scanners, cameras, and Giclee printers; and
- Outfitting the existing lobby as a New Tech Learning Lobby, with nontraditional seating for collaborative learning and access to the wireless network.

GARNER MAGNET HIGH SCHOOL:

AN INTERNATIONAL BACCALAUREATE HIGH SCHOOL

Enhancements to the existing facility in support of the significantly revised theme and programmatic strands include:

- Upgrading the existing auditorium with new stage lighting, refurbished chairs, stage floor, stage curtain, and floor lighting;
- Creating a lobby floor to represent the school's global theme;
- Upgrading technology capability in the classrooms to support web conferencing; and
- Outfitting the existing lobby as a Cultural Learning Lobby conducive to small group cluster seating and displaying cultural art/materials.

EAST GARNER MAGNET MIDDLE SCHOOL:

AN INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

Enhancements in support of the IB MYP/interdisciplinary arts theme and programmatic strands include:

- Adding wireless capabilities throughout the school to expand technology capacity;

- Outfitting the existing lobby as a Cultural Learning Lobby, conducive to small-group cluster seating and access to the wireless network;
- Upgrading technology capability in the classrooms to support web conferencing;
- Converting a portion of the existing computer lab to a language lab;
- Adding a Mac Lab to support student projects; and
- Adding a Linux server to store all student work and portfolios.

Essential facility enhancements in Project Renaissance are closely coordinated with implementation of the district's capital improvement plan. Because of tremendous growth in the district, nonconstruction facility enhancements necessary to fulfill the requirements of this project will not be available absent the MSAP grant. MSAP staff will work closely with WCPSS Facilities Planning Department to ensure that timing of nonconstruction enhancements is appropriate and that WCPSS will be a good steward of grant funds. Coordination with capital improvement ensures that funds for Project Renaissance supplement rather than supplant design features at these schools, especially as they relate to the significantly revised magnet themes and programmatic strands identified for these schools.

280.31(d)(2) The adequacy of the equipment and supplies that the applicant plans to use;

and

This proposal describes plans for the acquisition of adequate equipment and supplies to accomplish the goals of the project. Each of the project schools has developed an extensive list of equipment and supplies needed to support the significant revisions. The equipment and supplies enhancements at all three Project Renaissance schools include the following.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL:**CENTER FOR LEADERSHIP AND TECHNOLOGY**

- Gigabit fiber switches and infrastructure to support the school's technology upgrade;
- New Tech classroom technology such as wireless laptops, Thin client workstations and software such as Adobe CS3;
- MAC computers and software (3D Studio Max, Macromedia, Digital music) to support student training in the digital arts and graphics;
- Adventure hardware leadership and team building materials to support student group cohesion activities;
- Steven Covey manuals, workbooks, and planners to support leadership training; and
- Marketing and recruiting materials such as brochures and DVDs.

GARNER MAGNET HIGH SCHOOL:**AN INTERNATIONAL BACCALAUREATE HIGH SCHOOL**

- Musical instruments, CD and DVD libraries, arts course materials, and props and costumes to support the arts expansion;
- Expansion of media resources such as cultural arts books, media, and CDs;
- Technology equipment to support the China school partnership;
- Visual arts camp painting, sculpture, metalwork, and pottery materials;
- After school tutoring materials such as dry erase boards, notebooks and workbooks;
- Leadership Advisory materials; and
- Materials for trainings and workshops such as books for the workshop Understanding the Latino Culture.

EAST GARNER MAGNET MIDDLE SCHOOL:**AN INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME**

- Technology equipment for grant-funded staff – such as laptops, computers and software;
- Mac Lab technology - iMac units, Mac Pros, iMovie, and iDVD;
- School-wide technology expansion with LCD projectors, digital cameras, Wireless laptops, laser printers, video cameras, and scanners;
- Language materials to support the language lab and Language Exploratory Course materials – software, dictionaries, headsets and microphones;
- Arts equipment and materials to support the arts music, dance, theatre and visual arts expansion and interdisciplinary arts units – such a baby grand piano, acoustic panels;
- Texts to support the schoolwide interdisciplinary student book study groups; and
- Technology to support the Mexico school partnership.

280.31(d)(3) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

The purchase of equipment proposed by this project will be conducted following state guidelines for competitive bidding. The budgets for equipment proposed for Project Renaissance were developed using vendor-supplied information and represent the most current prices. If the district is awarded grant funds, it will submit equipment specifications for all hardware items, installation, training, and all other peripherals necessary for competitive bid as appropriate. The district will follow all state fiscal regulations in letting and awarding bids for planned equipment purchases. Determination of equipment and supply needs was made at the school level and represents discussions of how best to implement the MSAP purposes at the three school-based

projects. School-based planning for these requests included many hours of discussion with district curriculum, technology, and media services staff.

Expenditures for equipment and supplies are primarily for the arts and technology. The technology items include adding a wireless infrastructure, servers, workstations and/or laptops, and web conferencing capabilities with international schools. The arts department equipment and supplies consist of musical instruments, visual arts supplies, dance props and costumes, and a theatrical library.

WCPSS will provide assistance to all project schools so that they may accomplish the following:

- Develop communication networks between home, school, and community;
- Ensure e-mail and Internet access for all students and instructional staff;
- Provide multiple subscriptions to online resource publications and databases;
- Use portable technology (e.g., laptops and handhelds) for lab simulations and field experiences;
- Install interface devices for scientific research;
- Access interactive data/video such as DVD technology and streaming video technology;
- Establish a user-friendly, state-of-the-art media information and service hub, including electronic encyclopedias and databases, visual archives, and links to remote libraries; and
- Provide ready access to web-conferencing and other distance-learning opportunities.

The proposed budget is reasonable to achieve the stated objectives for the project and is cost-effective for the benefits to be gained and the number of students to be served. The adequacy and reasonableness of the budget in relation to the scope of the project will be described in the following sequence:

- The scope of the project as defined by the number of students served by programs in each school, and
- The distribution of project resources among the project schools.

WCPSS proposes to implement a project of significant complexity that will directly affect approximately 8,000 students in the three project schools over the performance period of the grant. In the project plan, through the support and commitment of WCPSS resources, students are directly affected as early as opening day of the 2007-08 school year. Further, plans for training teachers will begin before announcements of the grant awards are made. Costs of this training are included in the MSAP budget proposal with the expectation that if grant funds are awarded, the district will receive repayment, so long as these activities occur within the three-month period before the start of the grant award. In any case, the costs of summer training in 2007 represent significant WCPSS contributions to the plan for the project schools before there is knowledge of whether or not funds will be forthcoming.

As described in Quality of Project Design, programs at each school are expensive to initiate and require significant levels of funding to implement them adequately. WCPSS is firmly committed to the success of all its schools, the best use of its facilities, and the concept that magnet schools make the whole district strong. With WCPSS budgets becoming increasingly austere because of population growth, MSAP funds will be necessary for full achievement of project objectives and fulfillment of the district's commitment to provide quality school choices.

In identifying the students who will be affected by this grant, school administrators projected the number of students to enroll in Project Renaissance schools over the three-year period of the grant. It is expected that an estimated 8,000 students will attend the three Project Renaissance schools during that period. The numbers of students affected year-by-year and cumulative

numbers of students in the magnet project schools are displayed in the following table.

Table 21. Projected Student Impact of Project Renaissance

School	New or Revised	Timeline			Students Affected		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
SRMHS	Revised	Implement			2,056	2,132	2,232
GMHS	Revised	Implement			2,265	2,348	2,459
EGMMS	Revised	Implement			1,033	1,069	1,131
Total Number of Students Impacted					5,354	5,549	5,822

The magnet programs at all three project schools are whole-school programs and can be expected to impact all students in each school. From the 280.20 tables included with this proposal, it is estimated that more than 5,000 students will be enrolled at the three schools in each year of the grant. Estimating conservatively that 5,000 students will be impacted each year, and considering only the MSAP funding being sought by WCPSS, a per-pupil cost can be derived for each year of the grant. This estimated cost ranges from approximately \$795 per student in the first year to approximately \$485 per student in the third year. By comparison, WCPSS receives almost \$7,000 per pupil per year from local, state, and federal sources other than the MSAP program (based on the 2004-05 year and excluding child nutrition funds). The \$485 to \$795 per student per year sought through this MSAP proposal in support of the significant revisions planned as aligned with the six MSAP purposes and measurable outcomes described is an exceptionally reasonable and prudent request. Moreover, this per-pupil amount is consistent with national standards for start-up and operational costs associated with significantly revised magnet school programs.

Each of the school projects represents decision making at the school level. School teams have carefully studied needs as they relate to the six MSAP purposes and have developed proposals defining those needs matched with the necessary budget items. School proposals have been designed to bring together students from diverse socioeconomic, ethnic, and racial backgrounds and achievement levels and represent the dedication of a large number of educators to the fundamental goals of sound educational innovation, as well as the six purposes of MSAP.

Final school budgets, as they appear in the budget details of this document and are summarized in the following table and reflect an appropriate distribution of funds across school sites, as aligned with these factors:

- The extent of the school's significant revision;
- Whether the school is a middle or high school;
- The number of students served;
- The complexity of proposed objectives; and
- Requirements in terms of personnel, training, and equipment to ensure successful implementation of the theme and programmatic strands.

The budget is based on realities that programs at high schools are initially more expensive to implement than programs at middle schools, and that programs at schools with large numbers of students and staff are more expensive to implement than programs at schools with smaller numbers of each. In addition, programs with an emphasis on technology are more expensive to implement than arts programs. Consequently, SRMHS's Leadership and Technology program is allotted the largest percentage of the budget, while GMHS and EGMMS are allotted comparable amounts of funding.

Table 22. Budget Request by School and Central Operations

SCHOOL	New/ Revised	TIMELINE			FUNDING			TOTALS
		Yr	Yr	Yr	2007-08	2008-09	2009-10	
		1	2	3				
SRMHS	Revised	Implement			\$1,631,620	\$888,547	\$778,056	\$3,298,223
GMHS	Revised	Implement			\$1,104,169	\$666,247	\$623,120	\$2,393,536
EGMMS	Revised	Implement			\$719,453	\$962,099	\$573,289	\$2,254,841
Central Operation Support					\$519,277	\$451,931	\$456,552	\$1,427,760
Totals					\$3,974,519	\$2,968,824	\$2,418,519	\$9,374,360

In addition to a reasonable total budget for each project school, the breakdown by budget category at the school level, as seen in the next table, indicates that the greatest expenditure is for personnel, followed by equipment. (This too is reasonable for the purposes of the MSAP grant, as these two categories most directly affect students and student achievement, and are especially attractive features for diverse populations. Families of WCPSS students want to know that their children will receive high-quality and individualized instruction and that they will have access to the most current of state-of-the-art technology, whether this be computers or musical instrumentation.

Table 23. Budget Request by School by Category

Budget Category	SRMHS	GMHS	EGMMS	Totals
Personnel	\$636,399	\$775,981	\$742,138	\$2,154,518
Fringe Benefits	\$135,373	\$170,598	\$163,774	\$469,745
Travel	\$60,907	\$156,353	\$164,278	\$381,538
Equipment	\$448,437	\$30,128	\$290,958	\$769,523
Supplies	\$1,074,786	\$584,631	\$727,893	\$2,387,310
Contractual	\$788,300	\$556,879	\$73,400	\$1,418,579
Other (including indirect costs)	\$154,021	\$118,966	\$92,400	\$365,387
Totals	\$3,298,223	\$2,393,536	\$2,254,841	\$7,946,600

Proper and efficient administration of Project Renaissance is critical to success; however, only 12% of the total project budget is directed toward central-operations coordination and support. Appropriately, most of the Project Renaissance budget is expended at the three schools in support of staff and student project objectives.

The resources required to implement the project objectives and outcomes as well as the MSAP purposes are substantial. Benefits of implementing the Project Renaissance objectives will be new and innovative programs, high-quality teachers, and increased student achievement. Benefits to schools include state-of-the-art equipment, enriched learning materials, extensive teacher training, and additional staff to enhance the success of a customized learning approach to ensure that all students meet higher standards. The three project schools will be held to the high standards formulated by the systemic reform efforts under way in North Carolina, as well as

those of NCLB.

Finally, new recruitment strategies will ensure that Wake County’s growing community is better informed about the choices that magnet schools offer. Comprehensive and targeted student recruitment plans will be implemented at the district level and personalized for school settings. Those plans will effectively inform parents and students of the choices available through the new magnet themes infused with rigorous curriculum, accelerated learning, integrated technology, higher student standards, and interdisciplinary teaching methods. Equipped with a sure knowledge of the magnet programs available and the benefits they offer, WCPSS students and parents at all schools—particularly low-performing schools—will be able to make informed decisions about each child’s educational future.

280.31 (e) Evaluation Plan**The Secretary determines the extent to which the evaluation plan for the project—**

The Project Renaissance evaluation plan is carefully designed to gauge the effectiveness of the significantly revised magnet themes at Southeast Raleigh Magnet High School (revised and expanded leadership and technology), Garner Magnet High School (cultural arts, extended world languages, and IB), and East Garner Magnet Middle School (intercultural awareness, expanded IB MYP, and interdisciplinary arts). The significantly revised themes for these schools will bring together students from differing economic, social, ethnic, and racial backgrounds and raise achievement for all groups. These themes will offer expanded choice options for WCPSS parents and students and will be supported by the development of new curriculum units and innovative instructional approaches. Each school faculty will participate in professional development designed to produce and nourish *high-quality* teachers. Schools will strive to increase the number of faculty members who meet the NCLB standard for *highly qualified* teachers, and increase the number of teachers who are certified by the National Board of Teacher Certification. This will build capacity to ensure that schools in the project continue to operate successfully after federal funding ends.

280.31 (e)(1) Includes methods that are appropriate for the project;

The evaluation plan includes methods appropriate for the project and capable of determining the level of success in meeting its outcomes, particularly the goals for desegregating schools, building capacity, and improving academic achievement. Methods incorporated into the plan are objective and will provide quantifiable data as well as qualitative information about the project. The plan also reflects the Secretary's three nationwide performance measures:

- (a) At each MSAP project school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation in each year of the MSAP grant.
- (b) At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina's adequate yearly progress (AYP) standard in each year of the MSAP grant; and
- (c) Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends.

At the end of each year of the project, summative evaluation results will be compiled in an annual performance report for the U.S. Department of Education. Performance reports will also be shared with central office staff and with administrators and all staff at project schools. The grant-funded evaluator will serve as a resource to help project staff discuss evaluation findings with teachers at their schools through staff, departmental, grade-level, and team meetings. Evaluation information will be used formatively as well as summatively. Across the three years of Project Renaissance, staff members will receive periodic reports that will enable them to recognize and replicate successes, identify areas needing improvement, and develop plans to ensure that continuous improvements occur.

DATA COLLECTION AND ANALYSES

Appropriate data to evaluate the project will be collected from a variety of sources. The type of data utilized will depend on the measures used to assess the project's performance in meeting its objectives. Types of data to be utilized in the evaluation include the following.

- **Student enrollment and magnet application data:** Data on student enrollment at the three project schools by grade and race/ethnicity will be collected and analyzed in

October of each project year. Data on the magnet application and selection process disaggregated by race/ethnicity will be collected and analyzed in April of each project year.

- **Academic data:** Student results on North Carolina's End-of-Course (EOC) exams will be analyzed for the two project high schools in June and July of each project year.

Beginning with 9th grade students in 2006-07, new state accountability standards require all students to demonstrate proficiency in five subject areas: Algebra 1, English 1, Civics, US History, and Biology in order to graduate high school. School and grade-level data from all of these sources will be reported in the aggregate and then disaggregated by NCLB race/ethnicity categories. For the middle school, student results on End-of-Grade (EOG) exams in reading and math will be analyzed. EOC and EOG tests are included in the state's ABCs accountability system, which is described in section 280.31(e)(3). The growth and performance composites of the ABCs will be an important component of this evaluation, as will schools' adequate yearly progress (AYP) outcomes for NCLB.

- **School records, documents, and site visits:** The evaluator will review school records and meeting agendas; professional development content outlines, attendance lists and session evaluations. S/he will conduct periodic school visits and classroom observations to determine whether the theme is appropriately reflected in the school environment and in individual classrooms. Each year, coordinating teachers will compose implementation plans that document their strategies for setting up and completing project-related activities. The evaluator will examine these plans in relation to the project objectives. The implementation plans will be supplemented by coordinators' annual narrative reports describing progress made by their schools in accomplishing the purposes and objectives

of the project. Progress in developing new curriculum units/courses will be tracked to assure that schools complete the required number of units/courses. A panel of experts will review each new product for alignment with the N.C. Standard Course of Study, and curriculum specialists along with the director of magnet curriculum will make recommendations for revisions or final approval.

- **Leadership and core team activities:** Site coordinators and teachers will meet as a leadership team twice each month in Years 1 and 2 and once each month in Year 3. The magnet grant project coordinator, project evaluator, recruiter, and budget analyst will participate in these meetings as appropriate. Through leadership team meetings, project staff members will become familiar with the project objectives and outcome evaluation requirements. They will share information and plan short- and long-term strategies. Numerous professional development activities will be scheduled to expand team members' capabilities as leaders and educational innovators. Leadership team members will, in turn, be asked to form a core team at their school consisting of themselves, the principal, and other key administrators and teachers critical to the success of the project. Core teams will meet at each school on a quarterly basis, with the project coordinator, project evaluator, and recruiter in attendance. These meetings will serve to keep the theme in focus and solve problems that may occur in the school in implementing the project.

As explained in the Quality of Personnel section, a full-time evaluation specialist will be employed for Project Renaissance. This individual will be a member of the WCPSS Evaluation & Research (E&R) Department, which is headed by the WCPSS assistant superintendent for evaluation and research. The E&R senior director of program accountability will provide

supervision and consultation for the position. Placement in the E&R Department, rather than within the magnet programs administrative structure, will assure the ability of the evaluator to make objective judgments about magnet schools. This structure will also give the evaluation specialist a much better communication and resource network than would exist for an independent contractor. For example, s/he will have access to the expertise and experience of other professionals within the E&R Department. There will be technical and computing support as well as ready access to key enrollment, testing, and survey data files. Participation in E&R Department staff meetings will keep the evaluation specialist abreast of techniques to enhance the evaluation. E&R staff will review draft documents to comment on the effectiveness of evaluation methods, appropriateness of data analysis procedures, and clarity in communicating findings.

The evaluator will be easily accessible centrally and at the three schools to provide on-going formative evaluation information. S/he will also provide support to magnet staff in disseminating and discussing summative evaluation results from the annual performance reports.

The evaluation specialist will structure and coordinate evaluation activities with site-based and central office personnel and will develop and maintain a database to track evaluation procedures and results. S/he will be responsible for all phases of the evaluation: finalizing the evaluation plan and calendar; working collaboratively with E&R and project staff to develop, pilot, and implement surveys, observational checklists, and any other instruments needed; collecting and analyzing data; writing reports; and disseminating results in a timely manner to all appropriate audiences. In addition to knowledge of survey research, this individual will have experience in gathering and structuring narrative information and in applying qualitative methods to analyze the qualitative data. S/he will also be well qualified to conduct statistical

analyses of aggregate and disaggregated data from state tests. This individual will possess a thorough understanding of the state ABCs accountability system and the federal NCLB AYP standards.

EVALUATION QUESTIONS AND DATA SOURCES

Data collection strategies will be guided by the key project evaluation questions as stated in the *Evaluation Crosswalk* (adapted from O’Sullivan, 1991) on the next page. The questions were formulated using MSAP purposes and performance measures outlined in *Magnet Schools Assistance Program Performance Measures Guidebook Draft* (Windwalker Corp., 2005). The following crosswalk matrix indicates overall proposed data collection strategies for responding to each of the evaluation questions. In some cases, multiple data sources are used to triangulate data gathering and to accumulate information from a variety of sources.

Table 24. Evaluation Crosswalk for Project Renaissance

- Data Sources:*
- 1 – District Enrollment Data
 - 2 – District Magnet Application Data
 - 3 – District Academic Data
 - 4 – Site Visits/Observations
 - 5 – Surveys
 - 6 – Other Relevant Documents

<u>EVALUATION QUESTIONS</u> Note: Questions are aligned with project outcomes.	Data Sources					
	1	2	3	4	5	6
DESEGREGATION AND CHOICE						
1.1. Did the project schools reduce minority enrollment percentages?	X					X
1.2. Did the student applicant pool reflect a racial and ethnic composition that, in relation to the total enrollment of the project schools, would reduce minority isolation?	X	X				

1.3. Did minority enrollment percentages in feeder schools increase above the district minority enrollment percentage for the grade levels served by the project schools?	X					
1.4. Did the number of students in the student applicant pool increase from the previous school year?		X				X
3.1. Did innovative educational methods and practices promote diversity in the project schools?	X				X	X
3.2. Did innovative educational methods and practices increase choices in the project schools?				X	X	X
BUILDING CAPACITY	1	2	3	4	5	6
5.1. Is the MSAP school still operating its magnet program at a high performance level, and meeting or exceeding State standards three years after Federal funding ends.						X
5.2. Did teachers at project schools implement instructional content and strategies learned through magnet-related professional development activities?				X	X	X
5.3. Did the project schools increase the number and percentage of highly qualified teachers?						X
ACADEMIC ACHIEVEMENT OF STUDENTS	1	2	3	4	5	6
2.1. Did the program at the project schools assist in achieving systemic reforms?					X	X

2.2. Did the program assist the school in meeting or exceeding State student achievement standards and attaining the AYP standard?	X		X			
2.3. Does the magnet curriculum at project schools align with North Carolina’s Standard Course of Study?						X
4.1. Did students from major racial and ethnic groups at project schools meet or exceed North Carolina’s AYP standard?	X		X			
4.2. Did each project school meet or exceed North Carolina’s AYP standard?	X		X			
4.3. Did students at the project schools demonstrate gains on assessments of core academic subjects?	X		X			X
6.1.1 Do all students have equitable access to high-quality education?	X			X	X	X
6.1.2. Are all students prepared to succeed academically and continue with post-secondary education and employment?	X				X	X

280.31(e)(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement;

The intended outcomes of Project Renaissance, including goals for desegregating schools, building capacity and increasing student achievement, are aligned with the six MSAP purposes and project objectives. Based on objectives written expressly for the project and related to the six

MSAP purposes, the annual benchmarks are calibrated sequentially, for instance, with lower levels of minority group isolation and higher levels of achievement expected each year. A complete listing of the objectives and outcomes for each participating school is provided in Quality of Project Design. The use of annual evaluation benchmarks clearly specifies the levels of success required at each school so that Project Renaissance will attain its intended outcomes by June 30, 2010.

Benchmarking will make it possible to determine the level of success in meeting project outcomes each year. Because each benchmark is linked to a specific project objective and, through that objective, to an MSAP purpose, the relationship of benchmark successes (or shortfalls) to the overall intention of MSAP is clear. This information will inform the planning process for each subsequent year. Staff members centrally and at each school will have a picture of strengths and weaknesses, enabling them to continue or expand effective approaches and improve or eliminate ineffective ones. Benchmarks will also be effective in providing data for the Secretary’s three performance measures. The outcomes that Project Renaissance intends to achieve are delineated through annual benchmarks in the table that follows.

Table 25. Project Renaissance Outcomes and Targets

DESEGREGATION AND CHOICE				
<u>Outcome 1.1:</u> Each MSAP project school achieves its projected annual enrollment percentage change to reduce or eliminate minority group isolation (MGI).				
	School Minority Enrollment %			
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High <i>(Reduce MGI)</i>	68.8%	72.6%	69.6%	65.6%
b. Garner High	59.5%	61.1%	58.1%	54.1%

<i>(Reduce MGI)</i>				
c. East Garner Middle	76.7%	73.5%	70.5%	66.5%
<i>(Reduce MGI)</i>				
Outcome 1.2: [MSAP Performance Measure (a)] At each MSAP project school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation in each year of the MSAP grant.				
	2006-07	Applicant Pool Nonminority %		
	School Nonminority %	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	31.2%	33%	40%	45%
b. Garner High	40.5%	45%	50%	55%
c. East Garner Middle	23.3%	30%	40%	50%
<input type="checkbox"/> <i>Applicant Pool Targets for 2008-09 and 2009-10 will be adjusted when annual school enrollment figures become available. For each year, the nonminority target percentage will be greater than the percentage of nonminorities enrolled at the school.</i>				
Outcome 1.3: In each year of the MSAP grant, minority group enrollment at each feeder school affected by the three MSAP project schools does not increase above the district enrollment percentage for the grade levels served by the magnet schools because of the magnet schools.				
	Number of Feeder Schools	Target Ratio for Each Year of Grant		
a. SE Raleigh High	23	0/23		
b. Garner High	7	0/7		
c. East Garner Middle	10	0/10		
<input type="checkbox"/> <i>For each year of the project, enrollment at each feeder school will be examined to determine if there was an increase in minority enrollment, and whether it was greater than the rate for the district.</i>				
<input type="checkbox"/> <i>For identification of feeder schools and their baseline minority enrollment percentages</i>				

and annual enrollment projections, see the Desegregation Tables.

Outcome 1.4: At each MSAP project school, the number of students in the student applicant pool increases annually.

	Number of Magnet Applications			
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	485	550	625	700
b. Garner High	50	80	130	200
c. East Garner Middle	61	90	140	200

Outcome 3.1: WCPSS will develop and implement innovative educational methods and practices at each MSAP project school that ...promote diversity in the school and its programs.

Percentage of Students Participating in Magnet Theme-Related Curricula and Activities

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High (leadership & technology)	50%	75%	100%
b. Garner High (IB & cultural arts)	50%	75%	100%
c. East Garner Middle (IB MYP, intercultural awareness, & interdisciplinary arts)	50%	75%	100%

Outcome 3.2: WCPSS will develop and implement innovative educational methods and practices at each MSAP project school that increase choices in the school and its programs ...

Percentage of Teachers Implementing Innovative Methods and Practices

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	25%	50%	100%
b. Garner High	25%	50%	100%
c. East Garner Middle	25%	50%	100%

BUILDING CAPACITY				
Outcome 5.1: [MSAP Performance Measure (c)] Each MSAP school will continue operating its magnet program at a high performance level and meet or exceed State standards three years after Federal funding ends.				
Schools Continuing Magnet Program and Meeting State Standards				
In 2012-13 School Year	Still a Magnet Program?	Meets State Standards?		
a. SE Raleigh High	Yes	Yes		
b. Garner High	Yes	Yes		
c. East Garner Middle	Yes	Yes		
Outcome 5.2: Teachers at each MSAP project school implement instructional content and strategies learned through magnet-related professional development activities.				
% of Teachers Using Strategies Learned from Magnet-related Professional Development				
	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	
a. SE Raleigh High	25%	50%	100%	
b. Garner High	25%	50%	100%	
c. East Garner Middle	25%	50%	100%	
Outcome 5.3 Classes at project schools are taught by highly qualified teachers.				
% of Classes Taught by Highly Qualified Teachers				
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	86.4%	90%	95%	100%
b. Garner High	86.3%	90%	95%	100%
c. East Garner Middle	82.0%	90%	95%	100%

ACADEMIC ACHIEVEMENT OF STUDENTS					
Outcome 2.1: Each school will implement a significantly revised magnet theme to assist the district in achieving national, state, and local reforms.					
Percentage of staff familiar with systemic reforms at the school					
	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>		
a. SE Raleigh High	50%	75%	100%		
b. Garner High	50%	75%	100%		
c. East Garner Middle	50%	75%	100%		
<i>* Annual performance reports will contain a description of reforms and implementation.</i>					
Outcome 2.2: The significantly revised magnet theme will assist the school in meeting or exceeding State student academic achievement standards and attaining the AYP standard of the federal NCLB legislation. (Also, see Outcome 4.1)					
Percentage of Students Who Meet or Exceed Expected Growth on EOC/EOG Exams					
	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
a. SE Raleigh High	42.5%	44%	50%	60%	70%
b. Garner High	44.8%	46%	52%	62%	72%
c. East Garner Middle	50.9%	53%	60%	70%	80%
Outcome 2.3: A reform-based curriculum for the significantly revised magnet theme at each school will be finalized and will reflect challenging State academic content standards and student academic achievement standards.					
New Curriculum Units Aligned with NCSCS					
	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>		
a. SE Raleigh High (Project-based	3	3	3		

Learning (PBL) units)			
b. Garner High (cultural arts courses)	3	3	3
c. East Garner Middle (interdisciplinary units)	1	1	1

Outcome 4.1: [MSAP Performance Measure (b)] At each MSAP project school, students from major racial and ethnic groups meet or exceed North Carolina’s AYP standard in each year of the MSAP grant.

Ratio and % of Schools Achieving AYP for All Racial/Ethnic Groups

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
3 Project Schools	0/3	Not Available	3/3 (100%)	3/3 (100%)	3/3 (100%)

□ *The narrative section of the annual performance report will also examine the number and percentage of AYP targets met by the school, and the performance of NCLB student subgroups.*

Outcome 4.2: MSAP project schools meet or exceed North Carolina’s AYP standard in each year of the MSAP grant.

Ratio and % of Schools Achieving AYP

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
3 Project Schools	0/3	Not Available	3/3 (100%)	3/3 (100%)	3/3 (100%)

Outcome 4.3: Each project school will increase annually the percentage of students achieving proficiency in the core academic subjects.

**Annual School Performance Composites
% of EOC/EOG Exams in Core Subjects at/above Proficiency**

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-2010</u>
a. SE Raleigh High	75.9%	Not Available	82%	87%	95%
b. Garner High	74.1%	Not Available	80%	87%	95%
c. E. Garner Middle	65.3%	Not Available	75%	85%	95%

** For high schools there are 5 core subjects required for graduation (measured by EOC exams). For middle schools, core subjects are reading and math (measured by EOG exams).*

Outcome 6.1.1: All students enrolled at the three project schools will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.

% of minority and nonminority students enrolled in new magnet curricula within 5% of overall minority/nonminority percentage in corresponding grades at project schools

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-2010</u>
a. SE Raleigh High	Yes	Yes	Yes
b. Garner High	Yes	Yes	Yes
c. E. Garner Middle	Yes	Yes	Yes

Outcome 6.1.2: All students enrolled at the three project schools will participate and interact in diverse curricular activities and will have equitable access to a high-quality education that promotes academic success and preparation for postsecondary education or employment.

Four-Year Graduation Rate at Project High Schools

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-2010</u>
a. SE Raleigh High	89.3%	90%	93%	96%	100%
b. Garner High	75.5%	77%	80%	85%	90%

** EGMMS is not included in this outcome as it refers to high school graduation rates.*

280.31 (e)(3) Includes methods that are objective and that will produce data that are quantifiable.

The data that will be used to evaluate Project Renaissance are objective and largely quantitative in nature. The methods for calculating the outcomes are designed to address the effectiveness of the project in accomplishing its three major goals: desegregation-choice, building capacity, and academic achievement. The following table describes the data sources that form the quantitative basis for each of the project’s performance measures.

Table 26. Project Renaissance Outcomes and Data Sources

DESEGREGATION AND CHOICE	
OUTCOMES	DATA SOURCES
Outcome 1.1: Reduce minority group isolation.	Student enrollment data from WCPSS’s Department of Growth Management’s (DGM) 20 th day membership report showing the number and percentage of minority/non-minority students enrolled in each MSAP project magnet school by grade level in each year of the project.
Outcome 1.2: [MSAP Performance Measure (a)] Composition of the applicant pool benefits reduction of minority group isolation.	Student enrollment data from WCPSS’s DGM’s 20 th day membership report. 2) Magnet application data from WCPSS’s DGM showing the number and percentage of minority/non-minority students in the student applicant pool for each of the three project schools by grade level.

<p>Outcome 1.3: Minority group isolation at feeder schools not increased due to project implementation</p>	<p>Student enrollment data from WCPSS's DGM 20th day membership report showing number and percentage of minority/nonminority students enrolled in the district and in each feeder school for the grade levels served by the 3 project schools each year.</p>
<p>Outcome 1.4: Applicant pool will increase annually over the 3-year performance period.</p>	<p>Magnet application data from WCPSS's DGM showing the number of applicants in the student applicant pool for each of the three project schools by grade level in each year of the project.</p>
<p><u>Outcome 3.1:</u> Innovative educational methods and practices promote diversity in the school and its programs.</p>	<p>Student survey results showing participation in magnet theme curricula and activities each year of the project.</p>
<p><u>Outcome 3.2:</u> Innovative educational methods and practices <u>increase choices</u> in the school and its programs</p>	<p>Classroom observations of teachers and teacher surveys each year of the project to assess use of innovative instructional methods and practices.</p>

BUILDING CAPACITY	
OUTCOMES	<u>DATA SOURCES</u>
<p>Outcome 5.1: [MSAP Performance Measure (c)] Each MSAP school will continue to operate and meet or exceed State standards three years after Federal funding ends.</p>	<p>Documentation from WCPSS and N.C. Department of Public Instruction certifying that project schools are still operating magnet program and still meet state standards 3 years after grant funding ends.</p>
<p>Outcome 5.2: Teachers will implement content and strategies learned through magnet-related professional development activities.</p>	<p>Data from observation checklists and surveys showing the number and percentage of teachers that have implemented instructional content and strategies learned through magnet-related professional development activities</p>
<p>Outcome 5.3: Classes will be taught by highly qualified teachers.</p>	<p>Data from WCPSS Department of Human Resources showing the number and percentage of classes taught by highly qualified teachers employed in each MSAP project magnet school in the fall of each school year of the project.</p>

ACADEMIC ACHIEVEMENT OF STUDENTS	
OUTCOMES	DATA SOURCES
Outcome 2.1: Significantly revised magnet support challenging academic standards.	Staff surveys at each of the project schools with questions assessing the extent of familiarity with systemic reforms at the school.
Outcome 2.2: Schools will meet or exceed State student achievement under AYP guidelines.	E&R data showing the percentage of students who meet or exceed expected growth on EOC exams (for the two project high schools) and EOG exams (for the project middle school).
Outcome 2.3: Reform-based curriculum will be finalized to reflect State academic standards.	Documentation from panel of experts including C&I specialists and the Director of Magnet Curriculum demonstrating alignment of curricula to North Carolina’s Standard Course of Study.
Outcome 4.1: [MSAP Performance Measure (b)] Students from major racial and ethnic groups will meet or exceed AYP standards.	E&R data showing the student populations groups by major NCLB category at each MSAP magnet school who meet or exceed AYP standard for each year of the project.
Outcome 4.2: Each MSAP project school meets or exceeds AYP standards.	E&R data showing whether each school in the MSAP project met or exceeded AYP standards.
Outcome 4.3: Student results on assessments of the core academic subjects of the magnet program increase annually.	E&R data showing percentage of students achieving proficiency on N.C.’s assessments of core academic subjects. For the two project high

	<p>schools, student results on the 5 EOC exams required for high school graduation: Algebra 1, Biology, English 1, Civics, and US History will be used. For the middle school, student results on EOG exams in reading and math will be used.</p>
<p>Outcome 6.1.1: All students <u>will participate and interact in diverse curricular activities</u> and will have equitable access to a high-quality education...</p>	<p>Course enrollment data from NCWISE information system for new magnet courses created during the project at each of the project schools. Enrollment data will be used to calculate percentage of minority/nonminority students and to determine whether the percentages are within 5% of overall minority/nonminority percentages in corresponding grades each year of the project.</p>
<p>Outcome 6.1.2: All students enrolled at the three project schools ...will have equitable access <u>to a high-quality education that promotes academic success and preparation for postsecondary education or employment.</u></p>	<p>E&R data showing the four-year graduation rate at the two project high schools in each year of the grant.</p>

BACKGROUND ON STUDENT ACHIEVEMENT MEASURES

North Carolina’s ABCs of Public Education accountability system has been in place since 1997. At the high school level, the ABCs uses results of state End-of-Course (EOC) tests to

gauge the growth and performance of every school in North Carolina. Currently, there are 10 subjects assessed by EOC exams, five of which are required for graduation: Algebra I, biology, civics, English I, and U.S. history. At the middle school level, the ABCs uses results of state End-of-Grade (EOG) exams in reading and math. The ABCs system reflects the goals and objectives of the state curriculum, the N.C. Standard Course of Study. Schools that meet or exceed state standards receive awards, and schools that fall below standards are designated for extra assistance. The ABC accountability system for middle and high schools is based on student test scores, but statistical models are used to aggregate individual scores and report them for the school as a whole. Each year the ABCs model reports two statistical composites—a growth composite and a performance composite—for every school in the state.

Both growth composites and performance composites from the ABCs will be used each year to determine the ability of Project Renaissance schools to achieve challenging state content standards. As described below, growth and performance composites will also be disaggregated by race and ethnicity.

- ABC growth composites of project schools will be expected to exceed previous year's composites, indicating annual increases in the percentage of students demonstrating expected academic growth (as indicated by Outcome 2.2).
- ABCs performance composites of project schools also will be expected to exceed previous year's composites, indicating annual increases in the percentage of students scoring at or above grade or subject-level level (as indicated by Outcome 4.3).

State AYP results for NCLB: The N.C. Department of Public Instruction (DPI) worked closely with the U.S. Department of Education to set its AYP standards for NCLB. In line with the Secretary's AYP performance measure, Project Renaissance benchmarks stipulate that

students from major racial and ethnic groups at the project schools will meet or exceed state AYP standards each year (as indicated by Outcome 4.1). The evaluator will assist project schools in reviewing AYP data overall and disaggregated for major NCLB population categories. In this way, problems for any specific group can be identified and resources allocated to improve performance in the upcoming year.

PROJECTED TIMELINE OF EVALUATION METHODS AND ACTIVITIES

The major evaluation activities that will take place over the three-year course of the project are outlined in the following table. The following timeline shows when different types of data instruments need to be developed, and when key quantitative data will become available.

Table 27. Project Management Timeline: Evaluation Methods and Activities

Activity/Method	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Develop school and classroom observation checklists	Sept.	Sept.	Sept.
Obtain 20 th -day enrollment data from Growth Management Department	Sept.	Sept.	Sept.
Collect recruitment data from schools	Sept.-Feb.	Sept.-Feb.	Sept.-Feb.
Conduct school and classroom observations	Nov. & Mar.	Nov. & Mar.	Nov. & Mar.
Develop/revise parent, staff & student surveys	Jan.	Jan.	Jan.
Administer/Analyze parent, staff & student surveys	Mar.-May	Mar.-May	Mar.-May
Obtain magnet application numbers and acceptances from Growth Management Department	April/May	April/May	April/May
Review Core Team and Leadership Team agendas	April	April	April

Activity/Method	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Review professional development attendance, evaluations, etc.	April/May	April/May	April/May
Obtain official NC accountability system data file	July	July	July
Analyze/disaggregate ABCs growth and performance composites	July	July	July
Complete Annual Performance Report	July	July	July

In order to comply with MSAP performance measure (c), the school district will provide documentation in the 2012-13 year showing that the three project schools are still operating magnet programs and continue to meet state standards.

280.31(f) Commitment and capacity

280.31(f)(1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under the regulations is no longer available.

WCPSS has been a pioneer in magnet school education and schools of choice since 1977. Although it receives no state funds for its magnet programs, WCPSS has seen the benefit of these programs and has provided local funds for their support. From 1977 to the present, commitment to magnet schools has remained firm, and public support for school choice has been strong. In fact, the Wake County Board of Education (BOE) recently demonstrated its continued support of magnet schools in the district by unanimously reaffirming the objectives of the magnet programs.

As with many communities in the nation, elected school board officials in Wake County encounter challenges from changing public opinion concerning integrated schools. A segment of the Wake County community has expressed interest in returning to neighborhood schools and sought to unseat board members who did not share their views. However, proponents of WCPSS's plan for healthy diverse schools successfully defeated the opposition by praising the district for its consistent increase in student achievement across all grades. The likelihood of abandoning the magnet school concept in WCPSS is remote indeed.

In a September 25, 2005, front-page article in *The New York Times*, WCPSS was lauded for its commitment to maintaining healthy and diverse populations throughout its 150 schools. John Gilbert, a professor emeritus at N.C. State University in Raleigh who served for 16 years on Wake County BOE, was quoted as saying, "There is a lot of evidence that it's just sound

educational policy, sound public policy, to try to avoid high concentrations of low-achieving students.” The article also noted that the BOE “has continued to endorse economic integration” in the school system.

Along with integration and diversity, WCPSS is serious about its commitment to higher achievement opportunities for all students, as demonstrated in its Goal 2008: *By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by the State of North Carolina End-of-Grade or Course tests, and all student groups will demonstrate high growth.* Magnet schools hold a high place in district’s efforts to reach that goal.

According to Richard Kalenberg in a May 2006 article for *Educational Leadership*, WCPSS’s policy of keeping school populations at less than 40% low socioeconomic status has had a positive effect on student achievement. Kahlenberg points out that middle-class students do well in integrated schools as long as concentrations of poverty do not reach 50%. The good news is that in Wake County “low-income students are doing substantially better than low-income students in other urban North Carolina districts with concentrated poverty.” He adds that WCPSS’s impressive results are consistent with national research indicating that “economic mixing does not harm middle-class students, in part because the majority sets the tone in a school, and in part because middle-class students, on average, are less affected by the school environment than are low-income students” (Kahlenberg, 2001).

280.31 (f)(2) The Secretary reviews each application to determine the extent to which the applicant--280.31 (f)(2)(i) is committed to the magnet schools project

WCPSS has a proven track record of combining its magnet program with its student assignment plan to achieve successful voluntary desegregation of its schools. That proven track

record consists of several positive outcomes: 1) an extensive history of positive desegregation over time, 2) innovative program reforms, 3) local funding augmented by federal funding, 4) positive reception of magnet choices by the public, 5) one of the highest student achievement records in the state, and 6) highly qualified personnel with expertise capable of ensuring successful implementation.

In addition to these direct outcomes attributable to the magnet program, the community has expressed an understanding that continual improvement at WCPSS has led to Wake County's recognition as one of the most desirable places in the nation to live. Wake County is consistently rated as one of the best places to live, work, and raise a family in America as indicated in various publications and polls. In 2007, *Forbes* magazine cited the Raleigh/Cary, North Carolina, area as the number-one area in the country for jobs and named Raleigh as the number-one city in the nation for business and careers. WCPSS is the number-one district in the nation for nationally certified teachers, according to the National Board of Certified Teachers (2007). The district has achieved a gold rating from the *Expansion Management's Education Quotient* (January 2007). *Black Enterprise* magazine in 2007 rated Raleigh as the third best U.S. city for African-American families to live. *Expansion Management* ranked Wake County as having a 5-Star Quality of Life in its May/June 2006 edition and 2nd Best Public School Education System in its April 2005 edition. In 2006, the American Community Survey (U.S. Census Bureau 2004—released January 2006) rated Raleigh as the third most educated city in the nation. These positive honors and accolades have been accomplished despite the challenge of overwhelming population growth. The discussion that follows will briefly highlight WCPSS's continued commitment and capacity to maintain high-quality magnet schools.

WCPSS has been involved in the implementation of a voluntary desegregation plan since 1977. The original approach to the elimination of minority-group isolation was a student assignment plan that depended on involuntary busing. That plan was designed to implement the Wake County BOE's commitment to a racial balance of 15% to 45% minority enrollment in each school. That range reflected an acceptable variance of what was, at the time, a 30% minority population in the county. As community needs and conditions changed, the BOE made modifications to the desegregation plan to accomplish two purposes: to avoid minority-group isolation and to fill under-enrolled schools identified within the system.

In 1981, the board approved a revised student assignment plan to greatly expand the magnet program. The plan was designed to attract students voluntarily from overcrowded suburban schools to underutilized inner-city schools targeted as magnet schools through the incentive of a special curriculum capable of attracting substantial numbers of students. The plan resulted in racially balanced schools and in halting the continuation of resegregation trends that were surfacing. In 1982-83, the board implemented a student assignment plan that included a number of changes in students' base schools in order to fill some schools and to help others achieve racial balance. In May 1999, the board approved Magnet Schools' Guiding Principles as a rededication to the magnet program and a recommitment to diversity in the district. Most recently, in March 2007, the BOE revisited the guiding principles and again affirmed its support for magnet programs by unanimously adopting the following objectives:

- Reduce high concentrations of poverty and support diverse populations;
- Maximize use of school facilities; and
- Provide expanded educational opportunities.

The board adopted new student assignment selection guidelines in January 2000 that eliminated race from selection criteria but added socioeconomic status and student achievement data to the process. That measure addressed the district's continuing commitment to increasing student achievement and to fostering an atmosphere in each school that promotes the best learning environment for all students. A belief in diversity, using these new criteria, establishes this foundation and assures that each school will have a student population more reflective of the county's demographics.

The WCPSS Student Assignment Plan, complemented by the voluntary movement of students to magnet schools, has had significant success in increasing minority percentages of schools outside the inner city, thus bringing inner-city diverse populations more in line with those of the overall school district. During the first two years of the magnet effort (1977-78 and 1978-79), the main objective was to attract approximately 3,000 to 4,000 nonminority students from crowded suburban schools that were filled beyond capacity to underutilized magnet schools in the inner city that had high percentages of minority students. For the 2006-07 school year, that effort has grown to include more than 10,000 magnet (minority and nonminority) students in 36 magnet schools in the district.

WCPSS is fully committed to the magnet schools program to desegregate its schools and to provide high-quality academic instruction in integrated school settings. During the 30 years that the district has operated magnet schools, support for them has remained constant – even in a community that has experienced tremendous growth.

Since 1982-83, magnet programs have introduced innovative elements in the district. Early innovations included foreign language and international studies at the elementary level, computer education, (e.g., programming and applications) at the elementary and middle levels, dance and

drama (supported by certified personnel), and strings ensembles at the elementary level.

Electives in these schools introduced expanded interest choices for all students.

Between 1993 and 2003, additional innovative programs were introduced in the district, including the first public Montessori school in the Research Triangle area (which includes Wake, Durham, and Orange counties); International Baccalaureate (IB) programs at elementary, middle, and high schools; integrated arts schools; a magnet middle school located on the campus of N.C. State University; and two museums magnet schools, one built as a 600-student middle school located in the heart of the city of Raleigh. Now, in the past several years there has been a concerted effort to link elementary, middle, and high school magnet programs through a related theme, providing consistency of programs for students in grades K-12.

WCPSS has shown its commitment by the voluntary establishment of its magnet schools and by continued support and maintenance of these schools with local dollars. With each expansion of the magnet network, the district has provided support with local funds to finance personnel, equipment, and training needs. WCPSS administration will support Project Renaissance schools by providing trainers, guidance in curriculum development, and additional resources. WCPSS will also provide furniture, office space, telephone service, and technology support to the MSAP-funded project coordinator, secretary/bookkeeper, evaluator, and recruiter. Decisions about new and significantly revised magnet schools included in this project are the outgrowth of discussions among WCPSS administrative staff and the school board. The BOE's continued dialogue with the community about the value of diversity has strengthened its resolve to keep magnet programs strong.

The district has demonstrated commitment and support for magnet schools over the years in decisions about federal funding. For example, federal funds from Title V have supported

program improvements by providing specialized personnel at magnet schools. Other federal dollars have been used to initiate an effort at three magnet schools to encourage the participation of under-represented student populations in advanced placement courses.

The cost of transportation for all students in the district, including those attending magnet schools, is funded by the state. Although there is an additional cost of transportation in WCPSS as a result of magnet school busing needs, the district has consistently used local funds to cover the difference between what the state has allotted and what the district needs.

Further indication of the district's strong commitment to magnet schools is its continued support of the position of senior director and a facility devoted to magnet school support and management. In November 1999, the district opened the Magnet Resource Center (MRC) in an old building on the campus of Millbrook Elementary School, renovated for the purpose of magnet program management, communication, marketing, and recruitment. This center is a year-round recruiting hub for magnet programs and provides workspace for locally funded magnet personnel (a marketing specialist, a curriculum coordinator, an International Baccalaureate administrator, and a receptionist/secretary) and MSAP project staff. The MRC features a display area that includes pictures, videotapes, student artwork, and brochures for all 36 magnet schools in the district. Families who move into the district are able to visit the MRC and become familiar with magnet schools in advance of the annual recruiting season. By providing a specific space for ongoing magnet marketing and recruiting, WCPSS again shows its support and commitment to magnet programs as a part of its recurring budget.

In the 2006-07 school year, 128,070 students enrolled in Wake County public schools to receive an excellent education. Recent projections indicate that by 2016, Wake County will need to build 90 new schools to accommodate a total student population of 210,941. Within the next

two years, WCPSS' enrollment will be approximately 20 times the number of students in the average U.S. school district. As WCPSS continues receiving national recognition and the area continues to be perceived as one of the best places in the country to live, work, and get an education, more and more people will relocate to Wake County to take advantage of the high-achieving schools and desirable community.

On November 7, 2006, Wake County citizens approved a bond package that, when combined with county funds, totaled \$1,055,874,837 for constructing new schools and upgrading existing facilities. Six of the district's magnet schools will receive a significant amount of money for renovations ranging from replacing or renovating 40-year-old classrooms to addressing traffic safety issues to making areas accessible to students with disabilities. The success of the school bond referendum indicates that Wake County citizens support their school district.

The biannual WCPSS Evaluation and Research Parent Survey (2005-06) continues to show support for the district's schools. When asked about their own child's school in 2005-06, parents at the elementary, middle, and high school levels responded more positively than in previous surveys in regard to school safety, school climate, quality of instruction, and communication. Responses to the survey indicated that a high percentage of parents are satisfied with their child's school. Responses to each question were either similar to or more positive than the 2003-04 survey results.

It is important to note that 93% of the parents in the county agreed with the statement "This school promotes understanding among students from various backgrounds." This result showed an increase over the 91% of parents that agreed or strongly agreed with this statement in 2004. As the leading program in the district that promotes diversity and positive race relations, magnet schools are considered by parents to be positive vehicles for an appreciation for diversity.

In the past decade, WCPSS students made steady gains in academic performance. According to WCPSS's 2005-06 *Annual Report*, student performance on EOG testing showed that 89.8% of students scored at or above grade level in reading, compared with 87.3% in 2001-02. Although math scores for the 2005-06 school year in WCPSS (and across the state) went down due to the introduction of a new, more difficult math EOG exam, WCPSS's 73.8% of students scoring at or above grade level in math was still higher than the overall State percentage in math (63.4% at or above grade level) for 2005-06. The rate of students dropping out of the 7th to 12th grades in 2005-06 was 3.9%, lower than the state rate of 5% dropouts in 2005-06.

PERSONNEL EXPERTISE IN IMPLEMENTING HIGH-QUALITY MAGNET PROGRAMS

WCPSS's magnet school administrators and teachers have a national reputation for excellence. In 2005-06, eleven magnet schools in the district were awarded Magnet School of Merit honors from Magnet Schools of America (MSA), Inc. A.B. Combs Leadership Magnet Elementary School was awarded the Simpson Award, the highest accolade given by MSA. Farmington Woods IB/PYP Elementary School won the Donald R. Waldrip Award, and Ligon GT Magnet Middle School won the Secondary School Award. WCPSS leads North Carolina and the nation by having more than 1,000 National Board for Professional Teaching Standards certified teachers. WCPSS is the first school district in the country to earn a National School of Character Award for its Character Education program. Under N.C.'s ABC's accountability system, WCPSS has 10 schools named Honor Schools of Excellence, while 11 schools were named Schools of Excellence. Forty-eight WCPSS schools received recognition as Schools of Distinction. Eighty-nine percent of WCPSS graduates went on to postsecondary education in 2006.

The impressive performance of students and schools in the district and the many honors they have received must be attributed to local leadership and the strength of teachers in those schools. Magnet principals and teachers in WCPSS are consistently called upon to share their knowledge and expertise with other magnet schools throughout the country. They are frequently asked to present programs at state and national conferences (e.g., the National Magnet Schools Conference, National Association for Year-Round Education Conference, National Paideia Conference, and a variety of science, mathematics, reading, technology, and curriculum development conferences). These elements of WCPSS's track record clearly demonstrate that the district has been successful with magnet program goals in the past, and the Wake County Board of Education is clearly committed to continuing strong magnet programs in the future.

280.31 (f)(2)(ii) Has identified other resources to continue support for magnet school activities when assistance under this program is no longer available.

WCPSS has demonstrated its commitment to the magnet school program by its assurance that it will assume costs for its continuation after grant funding ends. In May 2006, the board unanimously supported the application for MSAP grant funds, acknowledging that the continuation of grant activities after the funding ends may require additional funds. Funding for the Project Renaissance grant application preparation, including personnel, space, and supplies from May 2006 through April 2007, was supported through the school system's local budget. The district will continue to maintain the operational costs of the Project Renaissance magnet schools. Equipment and items purchased under this proposal will fall under the district's policy of maintenance and support. Staff development models will be refined and supported through the existing staff development department and will be continued, using state and local funds.

Dissemination of the new curriculum models to other magnet schools will become the district's responsibility.

Although the district is capable of supporting the significantly revised magnet programs in a later stage, the initial costs revising these programs are prohibitive without federal MSAP funding. Growth in the district is driving most budget decisions, and the majority of new local dollars must be spent on facilities alone. Federal assistance received under this proposal will re-energize WCPSS's magnet school efforts through these three schools and provide the substantial intervention necessary to continually strengthen the magnet network. In addition, funds for Project Renaissance will enable WCPSS to increase quality choices for students in low-performing schools.

As stated in the beginning of this section, WCPSS has a proven history of supporting its magnet schools, both after federal funding ceased and in years when federal funding did not become available. The system is committed to continuing the support of the schools named in this project and will replicate the themes in other magnet schools as needs mandate.

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Grant-Funded Job Descriptions in Project Renaissance

Job Description	Location
MSAP Project Coordinator	Magnet Programs—WCPSS
MSAP Program Evaluator	Evaluation and Research—WCPSS
MSAP Recruiter	Magnet Programs—WCPSS
MSAP Bookkeeper/Budget Analyst	Magnet Programs—WCPSS
Site Coordinator	Southeast Raleigh Magnet High School
Site Coordinator	Garner Magnet High School
Site Coordinator	East Garner Magnet Middle School
Technology Coordinator/Teacher	Southeast Raleigh Magnet High School and East Garner Magnet Middle School
Network Administrator	Southeast Raleigh Magnet High School
Site-based Translator/Hispanic Community Liaison	East Garner Magnet Middle School
Spanish Teacher	Garner Magnet High School
French Teacher	East Garner Magnet Middle School
Visual Arts Teacher	Garner Magnet High School
Dance Teacher	Garner Magnet High School

JOB DESCRIPTION
MSAP Project Coordinator

- TITLE:** Magnet Schools Project Coordinator
- QUALIFICATIONS:**
1. Master's Degree or higher and qualified to hold administrator's or supervisor's certificate
 2. Successful experience in teaching or school administration
 3. Experience in magnet school program design and implementation
 4. Experience or training in curriculum development
 5. Experience or training in educational applications of technology
 6. Experience in implementing a grant-funded program
 7. Experience or training in adult education
 8. Strong interpersonal and communication skills
 9. Experience in financial management
- REPORTS TO:** Senior Director of Magnet Programs
- SUPERVISES:** MSAP Recruiter
MSAP Bookkeeper/Budget Analyst
- JOB GOAL:** To coordinate and oversee all activities of the MSAP three-year project and assist the Senior Director of Magnet Programs in improving magnet schools

PERFORMANCE RESPONSIBILITIES:

1. Assist in the preparation and administration of funds in accordance with established federal, state, and local policies
2. Provide leadership in developing and implementing program plans
3. Serve as an advocate/liaison between the school system and local, state, and federal agencies
4. Provide leadership in the development of courses of instruction which integrate curriculum with technology
5. Coordinate and provide training experiences of site coordinators and coordinating teachers
6. Prepare written reports as required
7. Oversee and initially approve all MSAP expenditures
8. Perform other responsibilities as assigned by the Senior Director of Magnet Programs

JOB DESCRIPTION
MSAP Program Evaluator

TITLE: Program Evaluator

QUALIFICATIONS:

1. Master's Degree or higher in program evaluation or social science research
2. Experience in theory development, applied research and project management
3. Experience and/or knowledge of curriculum design and assessment
4. Experience and knowledge in quantitative and qualitative data collection
5. Minimum of three years experience in data management and program evaluation
6. Ability to develop procedures for record keeping and retrieval
7. Expertise writing evaluation reports

REPORTS TO: Assistant Superintendent for Evaluation & Research, or designee

JOB GOAL: To design and implement assessment procedures for magnet programs and curriculum

PERFORMANCE RESPONSIBILITIES:

1. Supervise the evaluation of the project
2. Collect data on student achievement with special emphasis on monitoring the differences between nonminority and minority students
3. Establish annual measurable performance goals
4. Assess and synthesize current data used to define student success
5. Research and evaluate existing assessment procedures
6. Assess and synthesize data collected by the Project Coordinator
7. Identify or develop instruments necessary for evaluation activities
8. Prepare required reports
9. Perform other grant-related duties as assigned by the Assistant Superintendent for Evaluation & Research

JOB DESCRIPTION
MSAP Recruiter

TITLE: Recruiter: Magnet Schools Assistance Program

QUALIFICATIONS:

1. Master's Degree
2. Experience in school administration or teaching
3. Fundamental understanding and support of the magnet school concept
4. Strong leadership and interpersonal skills
5. Successful public relations experience
6. Writing experience
7. Experience in the use of multimedia and presentation software

REPORTS TO: MSAP Project Director

JOB GOAL: To develop and implement a marketing plan which promotes the targeted schools; to coordinate activities designed to inform and to enlist community, parent and student involvement; to conduct information and recruitment campaigns

PERFORMANCE RESPONSIBILITIES:

1. Research magnet student population; design and develop strategies and implement the marketing and recruitment campaigns for the significantly revised MSAP project schools
2. Implement a parent/community involvement campaign for magnet schools
3. Coordinate the recruitment and application procedures within MSAP project schools
4. Coordinate the printing and distribution of magnet school program publications; help write/produce media publications and releases regarding magnet grant programs
5. Deliver presentations about the magnet grant schools throughout the community
6. Coordinate media publications and releases regarding magnet schools
7. Serve as an advocate for students
8. Perform other responsibilities as assigned by the project coordinator or the director of marketing, communication and research

JOB DESCRIPTION
MSAP Bookkeeper/Budget Analyst

TITLE: Bookkeeper/Budget Analyst

QUALIFICATIONS:

1. Four-year accounting degree or two-year accounting degree with one to two years of related experience or equivalent work
2. Advanced knowledge of basic bookkeeping principles and accounting practices
3. Ability to understand, interpret, and apply specific rules and regulations governing the processing of fiscal documents, maintenance of financial records, and preparation of financial reports
4. Knowledge of computer programs used in the district
5. Understanding of and compliance with Wake County Public School System's Code of Ethics
6. Strong interpersonal and communication skills
7. Basic knowledge of and ability to operate standard office equipment
8. Experience in financial management and federal grant policies and procedures

REPORTS TO: Project Director, Magnet Schools Assistance Program (MSAP)

JOB GOAL: To maintain financial and budgetary records, to assist in preparation of all financial reports required of the district and the US Department of Education, and to manage accounting of expenditures and balances of grant funds with each MSAP school, as well as all MSAP transactions at the central level

PERFORMANCE RESPONSIBILITIES:

1. Prepare periodic financial and budgetary reports and analyses for distribution to magnet programs staff
2. Keep Senior Director of Magnet Programs informed and updated on magnet grant expenditures and expectations
3. Maintain and keep current ledger accounts related to school and central office MSAP fund allocations
4. Prepare monthly analysis of all accounts and reconciliation of all codes, adjusting journal entries to balance accounts with system reports
5. Perform other duties as assigned by the project coordinator and/or the magnet programs senior director

JOB DESCRIPTION
MSAP Site Coordinator: Southeast Raleigh Magnet High School

Title: MSAP Site Coordinator

Qualifications:

1. Three or more years successful teaching experience
2. Master's Degree preferred with concentration in administration or core subject area
3. Experience in developing and managing effective student leadership programs
4. Experience in creating and managing effective adult leadership programs
5. Experience marketing resources to business community
6. Ability to collaborate with all school groups for full integration of theme
7. Effective oral and written communication skills

Reports to: Principal
Project Coordinator, Magnet Grant

Job Goal: To organize and implement leadership theme activities

Performance Responsibilities:

1. Assist in guiding the school concept team to develop grant strategies to integrate life skills for the 21st century throughout the school curriculum
2. Manage and market the New Tech High School model of project-based learning
3. Assist in upgrading technology
4. Implement the new components of the leadership program
5. Oversee the pre-college summer program
6. Create training materials and curriculum
7. Create leadership materials and curriculum for use in core subjects
8. Foster relationships with businesses and community organizations
9. Maintain communication with families, students, and staff
10. Provide frequent and consistent communication with school and magnet administration
11. Work with central level administration to ensure successful implementation of the theme
12. Conduct community information sessions
13. Perform other duties as assigned by the Project Coordinator

JOB DESCRIPTION
Site Coordinator: Garner Magnet High School

Title: MSAP Site Coordinator

Qualifications:

1. Three or more years successful teaching experience
2. Master's Degree preferred with concentration in administration or visual/performing arts
3. Experience in developing and managing effective multicultural arts programs
4. Experience in creating and managing effective adult programs involving best practices in teaching and integration of the arts into the high school curriculum
5. Experience marketing resources to business community
6. Ability to collaborate with all school groups for full integration of theme
7. Effective oral and written communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in the infusion of multicultural arts resources into the instructional program

PERFORMANCE RESPONSIBILITIES:

1. Work with representatives from community groups and art museums to establish learning experiences that permeate all aspects of the instructional day
2. Work to establish and maintain strong partnership with community arts agencies
3. Form and chair an Arts Advisory Committee.
4. Create partnerships with local, national, and international artists
5. Work with teachers to integrate studies with the cultural arts
6. Organize artists-in-residence programs
7. Organize after-school arts programs
8. Maintain communication between school and key community resources
9. Identify appropriate matches between various courses and available human resources
10. Oversee the MSAP cultural arts program, including ensuring a balance between exploratory and pre-conservatory electives
11. Maintain an inviting climate of openness to students interested in exploring the arts
12. Monitor schedules for balance among the different arts areas
Ensure that the cultural arts theme will support the IB programme in effective and dynamic ways

JOB DESCRIPTION

Site Coordinator: East Garner Magnet Middle School

Title: MSAP Site Coordinator

Qualifications:

1. Three or more years successful teaching experience
2. Master's Degree preferred with concentration in administration or the arts
3. Experience in developing and managing effective multicultural arts programs
4. Experience with and knowledge of the IB Middle Years Programme
5. Experience in creating and managing effective adult programs involving best practices in teaching and integration of the arts into the middle school curriculum
6. Experience marketing resources to business community
7. Ability to collaborate with all school groups for full integration of theme
8. Effective oral and written communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in the infusion of an integrated arts program into the instructional day

PERFORMANCE RESPONSIBILITIES:

1. Work with representatives from community groups to establish learning experiences that permeate all aspects of the instructional day
2. Work to establish and maintain strong partnership with community arts agencies
3. Assist in working with teachers and students on the Pre-Personal Project
4. Create partnerships with local, national, and international artists
5. Work with teachers to integrate studies with the arts
6. Organize after-school arts workshops
7. Maintain communication between school and key community resources
8. Identify appropriate matches between various courses and available human resources
9. Oversee the MSAP theme, including ensuring the integration of the arts into core courses and the use of essential questions to make relevant connections
10. Maintain an inviting climate of openness to students interested in exploring the arts
11. Monitor schedules for balance among the different arts areas
12. Ensure that the integrated arts theme will support the IB programme in effective and dynamic ways

JOB DESCRIPTION
Technology Coordinator/Teacher

Title: Technology Coordinator/Teacher

Qualifications:

1. Eight years or more of successful teaching experience
2. Master's Degree with concentration in instructional technology or administration
3. Expertise in and knowledge of curriculum writing, instructional delivery, technology application, and learning theory
4. Experience in supervising a comprehensive secondary school's curriculum and instruction
5. Ability to design, coordinate, and provide leadership in teacher and administrator training in applications of instructional technology
6. Ability to coordinate, implement, and sustain appropriate communication between faculty, administration and the magnet programs department
7. Knowledge and/or experience in strategic planning and program implementation

Reports to: Principal
Project Coordinator, Magnet Grant

Job Goal: To provide leadership in designing and developing an innovative secondary school program that builds upon the New Tech High School model in preparation for post-secondary education and 21st century life and work

Performance Responsibilities:

1. Serve as coordinator for instructional technology at SRMHS
2. Teach selected classes in areas of technology applications
3. Collaborate with lead teachers to integrate technology throughout the school
4. Coordinate with local, state, national, and international leadership to develop collaborative programs
5. Design and implement staff and student training in current technology instructional applications
6. Provide frequent and consistent communication with school and magnet administration
7. Work with central level administration to ensure successful implementation of the theme
8. Conduct community information sessions
9. Perform other duties as assigned by the Project Coordinator

JOB DESCRIPTION
Instructional Technology Teacher

TITLE: Instructional Technology Teacher

QUALIFICATIONS:

1. Three years successful teaching experience
2. Master's Degree in instructional technology preferred, with a concentration in one or more curricular areas of math, English, science, and/or history
3. Expertise in and knowledge of instructional technology and multimedia resources
4. Knowledge and/or experience in integrating computer and multimedia resources into the classroom
5. Ability to work well with other teachers
6. Ability to provide leadership in coordinating and delivering teacher training

REPORTS TO: Principal

JOB GOAL: To provide leadership in instructional uses of technology and to expand teacher skills in the use of instructional through through teaching students and through on-site teacher training and modeling

PERFORMANCE RESPONSIBILITIES:

1. Provide leadership in developing an integrated academic curriculum in magnet programs and in aligning the significantly revised magnet theme with the state mandated curriculum
2. Help lead the school staff in the process of change as teachers move towards technology-rich classrooms
3. Develop and conduct demonstration lessons to model effective integration of technology and multimedia equipment into the curriculum
4. Design and develop in-service training modules for classroom teachers which includes producing interactive multimedia presentation and appropriate uses of the Internet in the classroom
5. Design and implement follow-up experiences to reinforce teacher training
6. Serve as partner-teacher with classroom teachers
7. Teach advanced technology-related courses
8. Assist classroom teachers in working with students in various technology-rich settings, including labs and research centers
9. Oversee the maintenance of networked computer labs when appropriate
10. Perform other responsibilities assigned by the principal and/or project coordinator

JOB DESCRIPTION
MSAP Network Administrator

TITLE: Network Administrator (School Level)

QUALIFICATIONS:

1. Two-year degree required in a related field and/or a two-year degree in computer science or equivalent networking experience
2. Experience with local area networks in business settings or at a school or district level
3. Working knowledge of software pertaining to the WCPSS network
4. Ability to provide technical support to workstation users
5. Understanding of the technology needs of students, teachers, and administrators

REPORTS TO: Principal

JOB GOAL: To work directly with the assigned school to provide support for LAN's, instructional networks, Internet access, web pages, administrative networks in the school, loading instructional software, general trouble-shooting for teachers and school-based administrators, and communications with central technology department

PERFORMANCE RESPONSIBILITIES:

1. Provide on-site support for users of the local area networks and workstation users in the classroom and school's administrative office
2. Provide technical support for teachers, students, and administrators regarding maintenance, service, and enhancement of software and hardware
3. Facilitate ordering and setting up of new software and hardware
4. Support the technology teacher in preparation for staff development
5. Help implement software and hardware necessary for schoolwide use of the Internet and Webmail
6. Provide assistance with the school web page development and maintenance

JOB DESCRIPTION
MSAP Site-based Translator/Hispanic Community Liaison

Title: MSAP Translator/Hispanic Community Liaison

Qualifications:

1. Two to three years successful teaching experience
2. Bachelors Degree in education field preferred
3. Experience in translating Spanish/English
4. Experience in creating and managing effective adult programs
5. Ability to collaborate with all school groups for understanding and appreciating Hispanic culture
6. Effective oral and written communication skills

Reports to: Principal

Job Goal: To organize and implement program of communication between Hispanic students/families and the school community

Performance Responsibilities:

1. Translate for Spanish speaking families visiting the school and attending parent/teacher/student conferences
2. Translate written materials that the school sends home into Spanish: newsletters, announcements, and the like
3. Connect the school with local Hispanic/Latino organizations and businesses to provide resources to the current Hispanic/Latino families
4. Build relationships with the local Hispanic/Latino community
5. Implement an outreach program to provide opportunities to faculty and students to connect with the Hispanic/Latino community
6. Provide literacy services and opportunities to attend festivals and educational seminars and workshops
7. Create training materials and curriculum
8. Develop partnerships between the school and local organizations: *El Pueblo, N.C. Society of Hispanic Professionals, Chapel Hill for Cultural and Language Education*
9. Assist in developing curriculum for use in core subjects
10. Provide frequent and consistent communication with school and magnet administration
11. Conduct community information sessions
12. Perform other duties as assigned by the Project Coordinator

JOB DESCRIPTION
MSAP Spanish Teacher

TITLE: Spanish Teacher

QUALIFICATIONS:

1. Certified to teach Spanish
2. Master's Degree with concentration in foreign languages preferred or Bachelor's Degree in Spanish
3. Successful experience in teaching Spanish to high school students
4. Successful experience fostering positive cross-cultural interaction between students from various backgrounds
5. Familiar with all areas of academic curriculum and components of the International Baccalaureate Middle Years Programme
6. Trained and experienced in conversational Spanish
7. Capable of working with students of diverse native languages
8. Organized, innovative, open to new ideas
9. Familiar with varied instructional strategies

REPORTS TO: Principal

JOB GOAL: To provide Spanish language instruction to students and to promote and develop the language program of the IBMYP.

PERFORMANCE RESPONSIBILITIES:

1. Teach Spanish classes to high school students aligned with North Carolina Standard Course of Study
2. Foster positive cross-cultural attitudes among all students and enhance communicative potential in the Spanish language
3. Attend team and staff meetings regularly to help facilitate an understanding of Spanish and Spanish-speaking students
4. Foster relationships with school community to create a climate of internationalism
5. Attend professional development activities to share ideas and remain current on the language components of IB and Spanish language educational trends

JOB DESCRIPTION
MSAP French Teacher

TITLE: French Teacher

QUALIFICATIONS:

1. Certified to teach French
2. Master's Degree with concentration in foreign languages preferred or Bachelor's Degree in French
3. Successful experience in teaching French to middle school students
4. Successful experience fostering positive cross-cultural interaction between students from various backgrounds
5. Familiar with all areas of academic curriculum and components of the International Baccalaureate Middle Years Programme (IBMYP)
6. Trained and experienced in conversational French
7. Capable of working with students of diverse native languages
8. Organized, innovative, open to new ideas
9. Familiar with varied instructional strategies

REPORTS TO: Principal

JOB GOAL: To provide French language instruction to students and to promote and develop the language program of the IBMYP.

PERFORMANCE RESPONSIBILITIES:

1. Teach French classes to middle school students aligned with North Carolina Standard Course of Study
2. Foster positive cross-cultural attitudes among all students and enhance communicative potential in the French language
3. Attend team and staff meetings regularly to help facilitate an understanding of students who speak limited English or English as a second language
4. Foster relationships with school community to create a climate of international understanding
5. Attend professional development activities to share ideas and remain current on the language components of IB and French language educational trends

JOB DESCRIPTION
MSAP Visual Arts Teacher

TITLE: Visual Arts Teacher

QUALIFICATIONS:

1. At least five years successful experience in teaching art to middle school students
2. Master's Degree preferred with concentration in arts education
3. Thorough knowledge of middle school curriculum and instructional strategies
4. Broad-based knowledge of arts methods
5. Experience in developing and implementing curriculum
6. Skilled in working with diverse groups of faculty, parents, and students
7. Organized, innovative, creative, and open to new ideas
8. Experienced working with school administration to implement programs
9. Strong leadership and communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in planning, organizing, and implementing instructional methods in arts integration throughout the curriculum

PERFORMANCE RESPONSIBILITIES:

1. Develop, map, and produce course objectives
2. Collaborate with arts teachers to develop appropriate arts courses
3. Develop and conduct demonstration lessons to model effective integration of content areas, concepts, and skills across the curriculum
4. Assist the site coordinator in designing, developing, and presenting in-service training modules for classroom teachers that will increase their knowledge of art, enhance and extend innovative instructional skills, accelerate the use of technology in teaching art, and model exemplary instruction in advanced topics
5. Design and implement follow-up experiences to reinforce teacher training
6. Work with the MSAP site coordinator, the arts department, and other teachers to implement the significantly revised magnet theme

JOB DESCRIPTION
MSAP Dance Teacher

TITLE: Dance Teacher

QUALIFICATIONS:

1. At least five years successful experience in teaching dance to middle school students
2. Master's Degree preferred with concentration in performing arts education
3. Knowledge of middle school curriculum and instructional strategies
4. Broad-based knowledge of dance and movement techniques
5. Experience in developing and implementing dance curriculum
6. Skilled in working with diverse groups of faculty, parents, and students
7. Organized, innovative, creative, and open to new ideas
8. Experienced working with school administration to implement programs
9. Strong leadership and communication skills

REPORTS TO: Principal

JOB GOAL: To provide leadership in planning, organizing, and implementing instructional methods in dance at the middle school level

PERFORMANCE RESPONSIBILITIES:

1. Develop, map, and produce course objectives
2. Collaborate with arts teachers to develop appropriate dance courses
3. Develop and conduct demonstration lessons to model effective integration of dance/movement concepts and skills across the curriculum
4. Discover ways to use dance to support the IB Middle Years Programme
5. Assist the site coordinator in presenting in-service training modules for classroom teachers that will increase their knowledge of dance, enhance and extend innovative instructional skills, accelerate the use of technology in teaching dance performances, and model exemplary instruction in advanced topics
6. Design and implement follow-up experiences to reinforce teacher training
7. Work with the MSAP site coordinator, the arts department, and other teachers to implement the significantly revised magnet theme

**Résumés of Key Personnel Identified in the Project Narrative in Part III and in Other
Personnel Information in the Appendices of This Grant Application**

Name	Position	Department
Adelphos (Del) Burns	Superintendent	WCPSS
Terri Cobb	Chief of Staff	WCPSS
Lloyd Gardner	Southern Area Superintendent	WCPSS
Julye Mizelle	South Central Area Superintendent	WCPSS
Donna Hargens	Chief Academic Officer	Instructional Services
Donald Haydon	Chief Facilities and Operations Officer	Auxiliary Services
David Neter	Chief Business Officer	Administrative Services
Beverly White	Chief Technology Officer	Technology Services
David Holdzkom	Assistant Superintendent	Evaluation and Research
Charles Dulaney	Assistant Superintendent	Growth and Planning
Nancy Baenen	Senior Director	Evaluation and Research
Kenneth Branch	Senior Director	Magnet Programs
William Carruthers	Senior Director	Evaluation and Research
Elizabeth Colbert	Senior Director	Staff Development
Cynthia Kennedy	Senior Director—Technology	Curriculum and Instruction
Richard Murphy	Senior Director—High School	Curriculum and Instruction
Tamani Anderson Powell	Director Marketing/Recruiting	Magnet Programs
Jacqueline Ellis	Director—Middle Schools	Curriculum and Instruction
Margaret Henderson	Director Magnet Curriculum	Magnet Programs
Tasha Haynes Cardenas	Senior Administrator	Magnet Programs
Elizabeth Grimes-Droessler	Senior Administrator	Arts Education
Kirsten Justice	Senior Administrator IB	Magnet Programs
Roger Regan	Senior Administrator	Magnet Programs
Sylvia Lucas	Budget Analyst	Magnet Programs
Kim Yaman	Evaluation Assistant	Evaluation and Research
Michael Holton	Principal	Garner Magnet High School
Cathy Williams	Principal	East Garner Middle School
Beulah Wright	Principal	Southeast Raleigh Magnet High School (SRMHS)
Joan Brannon	Lead Teacher	SRMHS
Debora Bray	Lead Technology Teacher	Powell Elementary
Cindy Hoban	Arts/Dance Teacher	Leesville Road High School
James Martz	Arts/Drama Teacher	Olds Elementary School
Katherine McDaniel	Media Specialist	E. Garner Middle School
Carol Moore	Spanish Teacher (retired)	Joyner Elementary School
Michael Oster	Vocational Teacher	E. Garner Middle School
Laurie Toreson	Spanish Teacher	Panther Creek High School
Karen Vertreese	French Teacher	Leesville Road High School
Erika Woodard	Lead Technology Teacher	River Oaks Middle School

Adelphos John (Del) Burns

Professional Experience in Education

Superintendent
Wake County Public School System
Raleigh, North Carolina
July 2006—Present

Deputy Superintendent
Wake County Public School system
Raleigh, North Carolina
July, 2003 —June 2006

Associate Superintendent – Administrative Services
Wake County Public School System
Raleigh, North Carolina
April 2000 – Present

Principal – Millbrook High School
Wake County Public School System
Raleigh, North Carolina
April 1997 – March 2000

Assistant Superintendent – Curriculum and Instruction
Pitt County Schools
Greenville, North Carolina
August 1995 – March 1997

Principal – East Wake High School
Wake County Public School System
Raleigh, North Carolina
April 1992 – August 1995

Principal – Washington GT Magnet Elementary School
Wake County Public School System
Raleigh, North Carolina
May 1990 – April 1992

Assistant Principal – Curriculum and Instruction
W. G. Enloe Magnet High School
Raleigh, North Carolina
March 1987 – May 1990 & July 1982 – June 1984

Special Programs Supervisor
Wake County Public School System
Raleigh, North Carolina
October 1979 – July 1982

BED/LD Separate Teacher – Millbrook High School
Wake County Public School System
Raleigh, North Carolina
August 1977 – October 1979

LD Resource Teacher – Aldert Root Elementary School
Wake County Public School System
Raleigh, North Carolina
December 1976 - June 1977

Education

1992 – Doctor of Education Degree
Educational Leadership
Nova Southeastern University
Fort Lauderdale, Florida

1977 – Master of Education Degree
Special Education
North Carolina State University
Raleigh, North Carolina

1975 – Bachelor of Science Degree
Recreation and Park Administration
North Carolina State University
Raleigh, North Carolina

1971 – High School Diploma
Goldsboro High School
Goldsboro, North Carolina

Memberships, Recent Related Activities and Recognitions

Adjunct Professor—North Carolina State University

American Association of School Administrators
North Carolina Association of School Administrators
Association of School Business Officials
Government Finance Officers Association
Association of Supervision and Curriculum Development
Phi Kappa Phi—National Honor Society

Wake Education Partnership Board of Directors (2004—Present)
Triangle United Way School Campaign Schools Co-Chair (2002—2006)
Raleigh Kiwanis Club, Board of Directors (2003—2006)
Capital City Connectors—Founding Member
Communities in Schools—Board of Directors (2006—Present)
Wachovia Regional Principal of the Year Finalist—2000
Wake County Principal of the Year—1999

Terri Rogers Cobb

(b)(6)

tcobb@wcpss.net

Education

1984-1986 M.A. Ed; Educational Administration
1978-1980 M.A. Ed; Guidance and Counseling
1974-1977 B.S. Ed. Education

Areas of Certification

00012 School Administration-Principal (K-12)
00005 Guidance and Counseling (K-12)
78180 Middle Grades-Language Arts (6-9)
78400 Middle Grades Social Studies (6-9)
00024 Elementary Education (K-6)
00025 Intermediate (Grades 4-6)
00190 Reading (K-12)
00008 Mentor

Experience

July 2006-Present	Chief of Staff Wake County Public School System
November 2003-July 2006	Senior Director, Office of Continuous Improvement and Professional Development Wake County Public School System
March 1999-November 2003	Principal, Lockhart Elementary Wake County Public School System
July 1998-March 1999	Principal, B. O. Barnes Elementary Wilson County Public School System
July 1996-January 1998	Principal, South Greenville Elementary K-5 Program Director and SACS Director Pitt County Public School System
July 1993-July 1996	Principal, Winstead Elementary Wilson County Public School System
July 1988-July 1993	Principal, Stantronsburg Elementary Wilson County Public School System
July 1987-July 1988	Assistant Principal, Wells Elementary Wilson County Public School System
January 1987-July 1987	Interim Principal, Vinson-Bynum Middle School Wilson County Public School System
November 1981-January 1987	Guidance Counselor and Dropout Prevention Specialist, Vinson-Bynum Middle School Wilson County Public School System
July 1978-November 1981	Teacher, 6 th and 7 th Grades Wilson County Public School System

Grants, Honors, Innovative Programs (sampling)

Researched School Improvement Planning Process, Wake County Schools, 2005; Developed training modules for WCPSS Institute for Teacher Leaders (2005); Lockhart Elementary, Title I National School of Distinction, Sustained Growth (2003), School of Excellence and High Growth (2002, 2003), School of Distinction and High Growth (2001), High Growth and Among Top 25 Most Improved Schools in NC (2000), Piloted Promotion Retention Policy (2000); Principal of Year Finalist-WCPSS (2003); Completed Principals' Executive Program (UNC); Received Top Academic Award, Principals' Executive Program; Winstead Elementary-Only school in District to receive Exemplary Status (1996), Obtained grants through Wilson Partnership (The Parents' Corner, Art Gallery I and II, Parents as Partners, Accelerated Reader, SCIS); South Greenville Elementary-High Growth and Exemplary School (1998); Participated in Facilitative Leadership; Implemented Success Teams for Achievement in Reading (STAR) as a part of school-wide Title I Project-Winstead

Lloyd Y. Gardner

(b)(6)

WORK EXPERIENCE

Area Superintendent. Southern Wake County, Wake County Public Schools, Raleigh, NC

May 2005 – Present

Principal. William G. Enloe High School GT/IB Center for Humanities, Sciences, and the Arts, Raleigh, NC

July 1997 – April 2005

Assistant Principal. William G. Enloe High School GT/IB Center for Humanities, Sciences, and the Arts, Raleigh, NC

September 1991 – June 1997

Teacher. Fuquay-Varina High School, Fuquay-Varina, NC

August 1986 – August 1991

EDUCATION

North Carolina State University, Raleigh, NC

Advanced Degree, School Administration

January 1988 – December 1990

East Carolina University, Greenville, NC

M.A.Ed., Business and Marketing Education Concentration

January 1985 – June 1986

B.S., Business and Marketing Education

Minor in Business Administration

Summa Cum Laude

August 1981 – December 1984

LEADERSHIP ACTIVITIES

Superintendent Strategy Team
Wake County Public School System Professional Learning Community Steering Committee
Wake County Public School System Calendar Committee
Triangle Leadership Academy
Wake County Division of Principals and Assistant Principals, Board of Directors, High School Director
Chairperson, Wake County Public School System Human Resources Committee
Wake County Public School System Curriculum and Instruction Committee
Wake County Public School System Continuous Improvement Conference Steering Committee
Wake County Public School System Friends of Baldrige Committee
Committee Chairperson, National Magnet Conference Planning Committee
Magnet Schools Task Force
Magnet Themes Task Force Committee
President, Triangle Alliance Athletic Conference
North Carolina Department of Public Instruction Safety Advisory Committee
Coalition for Strengthening University/School Relations, Center for International Understanding—North Carolina in the World
NASSP Southern Region Roundtable
Wake County Public School System Job Fair

LEADERSHIP HONORS

Magnet School of America, Dr. Ronald Simpson Distinguished Merit Award for the Top Magnet School in the Nation
Hallmark School of Excellence
Magnet School of Merit
Ranked 42 Among the Top 100 High Schools in the Nation, *NEWSWEEK* Magazine
Business Week Award for Instructional Innovation
Top SAT Scores in Wake County
Wachovia Cup, Triangle Alliance Athletic Conference
Wake County Principal of the Year, 2003-04
North Central Region Principal of the Year Finalist for North Carolina, 2004
Wake County PTSA Principal of the Year, 2002
Wake County PTSA Principal of the Year Finalist, 2001
Wake County PTSA Principal of the Year Finalist, 2000
Teacher of Year, Fuquay-Varina High School

PROFESSIONAL MEMBERSHIPS

Association of Supervision and Curriculum Development
National Association of Secondary School Principals

Julye B. Mizelle

Objective	To enhance teaching and learning in school settings.		
Experiences	1968-1969	Kittrell College	Kittrell, NC
	Counselor		
	<ul style="list-style-type: none"> Career Counselor for Freshman students 		
	1970-1972	University of Wisconsin-Madison	Madison, WI
	Admissions Counselor		
	<ul style="list-style-type: none"> Processed applications for admission to the university 		
	1979-1989	Wake CO Public School System	Raleigh, NC
	Classroom Teacher, Grades 3, 4, 5		
	<ul style="list-style-type: none"> Farmington Woods Elementary (3 years)-Cary, NC Underwood Elementary (7 years)-Raleigh, NC Kingswood Year-Round Elementary (1 year)-Cary, NC 		
	1989-1992	Wake CO Public School System	Raleigh, NC
	Assistant Principal		
	<ul style="list-style-type: none"> Fuquay-Varina Elementary School, Fuquay-Varina, NC Testing Coordinator, Curriculum Leader 		
	1992-1999	Wake CO Public School System	Raleigh, NC
	Elementary School Principal		
	<ul style="list-style-type: none"> Rand Road Elementary, Garner, NC 		
	1999-Current	Wake CO Public School System	Raleigh, NC
	Elementary School Principal		
	<ul style="list-style-type: none"> West Lake Elementary School- Apex, NC 		
	2003-Current	Wake CO Public School System	Raleigh, NC
	Area Superintendent, South Central Area		
	<ul style="list-style-type: none"> Supervises 25 principals and schools (ES, MS, HS Levels) Work with school communities to communicate county goals, policies, and procedures 		
	2001-Current	Meredith College	Raleigh, NC
	Adjunct Professor, School of Education		
	<ul style="list-style-type: none"> Teach Introduction to Language Arts & Children's Literature 		

Education	1964-1968	North Carolina Central University	Durham, NC
	<ul style="list-style-type: none"> ▪ B.A., Psychology ▪ Minor, Education 		
	1977-1979	Meredith College	Raleigh, NC
	<ul style="list-style-type: none"> ▪ Teacher Certification, Elementary Education 		
	1984-1986	Meredith College	Raleigh, NC
	<ul style="list-style-type: none"> ▪ Masters of Education, Elementary Education ▪ Reading Certification, K-12 		
	1986-1987	NCSU-Wake CO Public School System	Raleigh, NC
	<ul style="list-style-type: none"> ▪ Mentor Certification, K-12 		

**Professional
Growth and Skills**

- Mentor Certification (1986)
- Capital Area Writing Project (CAWP, 1989)
- Principals' Executive Program (PEP 37, 1993)
- Computer Technology Training
- Principals as Technology Leaders (PATL 5, 2001)
- Conferences and Staff Development activities in Curriculum, Reading
- High Competency Skills in Word Processing, Excel, Access, PPT
- Langford Quality Learning Seminar
- NASSP Assessment Center
- Crucial Conversations™
- Professional Learning Communities at Work Institute
- PLC Coaching Model
- Media Training I
- Ruby Payne's Diversity Training

**Professional
Organizations**

- Member, ASCD
- Member, Meredith College Teaching Fellows Advisory Council
- Member, Phi Delta Kappa (Capital Area Chapter)
- Board of Governors Member for the Triangle Leadership Academy

Donna M. Hargens

(b)(6)

EDUCATION:	Ed.D. SETON HALL UNIVERSITY	2005
	Education Leadership, Management, & Policy Leadership PEP for High School Principals	2001
	M.Ed. UNC-CHAPEL HILL	1988
	Educational Administration/Supervision PEP (Principals' Executive Program)	1994
	B.A. MARQUETTE UNIVERSITY	1979
HONORS:	KAPPA DELTA PI HONOR SOCIETY	2004
	PTA OUTSTANDING PRINCIPAL	2003
	PTA Outstanding Principal (Finalist)	2002
	WCSS PRINCIPAL OF THE YEAR	1997
	Top 10 Newsmakers, Cary, N.C.	1996
	PTA OUTSTANDING PRINCIPAL	1995
	SUMMA CUM LAUDE Graduate, Marquette	1979
	PHI BETA KAPPA	1979
	Wisconsin Honor Scholarship	1979
	Marquette University Scholarship	1979
	PI LAMBDA THETA HONOR SOCIETY	1979
	Valedictorian, Pulaski High School (1/668)	1975
EXPERIENCE:	Chief Academic Officer	2006-Present
	Assistant Superintendent	2005-2006
	for Curriculum and Instruction	
	Western Area Assistant Superintendent	2003-2005
	Principal, Green Hope High School	1999-2003
	NC Exemplary School	2001-2002
	NC School of Distinction	2001-2002
	NC Exemplary School	2000-2001
	NC School of Distinction	2000-2001
	Top 10 NC High School	2000-2001
	Principal, Cary High School	1992-1999
	High Growth	1998-1999
	High Growth	1997-1999
	Asst. Principal for Curriculum & Instruction	1989-1992
Millbrook High School		
Teacher (Spanish/English)	1979-1987	
Lomira High School		

Donna M. Hargens

ADDITIONAL EXPERIENCE:

Cary Chamber Board of Directors	2004-2006
Vice-Chair, Education Committee	
YMCA Board of Directors	2004-Present
Teacher of the Year Interview Committee	2004, 2005
Artist in Residence Committee	2002-2003
Co-Chair, Breaking Ranks Committee	2000-2002
Member, CLAS Committee	1999-2001
Member, Teacher Quality Task Force	1999-2001
Principal of the Year Committee	1998
Member, Cary Chamber Education Committee	1994-Present
Member, C & I Advisory Committee	1999-2000
Captain, Teacher of the Year Team	2001-2002
PTA Council Board Member	1996-1998
Falcon Project Committee Member	2000-2002
Administrative Intern, East Wake High	1988
Research Assistant, - UNC-Chapel Hill	1987-1988
Supervisor, Administrative Interns	93, 96, 99, 00, 01, 02
Chairperson – School Evaluation Team	1984-1987
Curriculum Audit Team Member	1985
Curriculum Writer (Spanish I – IV)	1979-1984
Supervisor, Student Teacher	1984
Coach, JV Volleyball and Forensics	1980-1988
Presenter, WI Foreign Language Conference	1985

PROFESSIONAL ORGANIZATIONS:

ASCD	
NCASCD	
NASSP	
Phi Delta Kappa	
Phi Beta Kappa Society	
Pi Lambda Theta	
Kappa Delta Pi	
MU Educators' Alumni Association	
General Alumni Association – UNC Chapel Hill	
Cary Central Rotary Club	1994-2000
Cary Rotary Club	2004-Present

BIOGRAPHY

Donald M. Haydon, Jr.

Personal:

(b)(6)

Current position:

- Chief Facilities and Operations Officer, Wake County Public School System, Raleigh, North Carolina
- Responsibilities include student transportation, student food services, facilities design and construction, facilities operations and maintenance, growth management and planning

Previous experience:

- United States Navy, over twenty years experience in facilities construction, management and operations
- Chief Operations Officer, Columbus Public Schools
- Executive Director of Finance & Operations, Minneapolis Public Schools

Education:

- Cornell University, Ithaca, NY: Bachelor of Electrical Engineering
- Naval Postgraduate School, Monterey, CA: Master of Science in Financial Management

Professional:

- Registered Professional Engineer, North Carolina and Ohio
- Council of Educational Facilities Planners International, Recognized Educational Facilities Professional
- Association of Higher Education Physical Plant Officers
- Society of American Military Engineers

**Senior Level
Financial, Human Resource, & Operations Management**

EXECUTIVE INTRODUCTION:

Fifteen years comprehensive senior management experience. Organizational leadership areas include financial, administrative, human resource, and operations management. Experience spans start-up entrepreneurial environments through large complex organizations in both the public and private sectors. A persuasive individual possessing strong oral and written communication skills and effective team building abilities. A consistent record of achieving desired results in progressively responsible management roles.

CORE SKILLS:

- FINANCIAL INFRASTRUCTURE DEVELOPMENT & DIRECTION
- BUDGETING, FORECASTING, FINANCIAL REPORTING & ANALYSIS
- CASH / CAPITAL PLANNING, & ASSET MANAGEMENT
- INTERNAL CONTROLS, ACCOUNTING PROCESS DESIGN & IMPLEMENTATION
- HUMAN RESOURCE ADMINISTRATION OVERSIGHT
- TQM INTEGRATION & PROCESS IMPROVEMENT
- RELATIONSHIP MANAGEMENT & PARTNERSHIP DEVELOPMENT
- PROJECT MANAGEMENT & TEAM BUILDING

PERFORMANCE PROFILE:

- **Financial & Human Resource Direction** - Provides comprehensive finance, human resource, and operations management to departments and staff. Detailed budgeting, forecasting, financial analysis, cash planning, and asset management. Designs financial and operational reporting to meet needs of management across functional boundaries. Oversight of human resource departments and coordination with accounting function. Defines and evaluates accounting processes, procedures, and policies, implementing change as required.
- **Project Management** – Manages complex projects from a strategic and operational perspective. Oversight of budget preparation in conjunction with management team and accounting staff. Leads consolidation of financial information and period / fiscal year closings. Works in conjunction with management in financial evaluation of new programs and initiatives.
- **Internal Controls & Accounting Systems Administration**– Utilizes knowledge of internal controls, accounting process design, and accounting information systems to ensure integrity of accounting functions. Designs and provides management reporting measuring financial results with integration of financial and non-financial benchmarks and metrics. Experienced in selection, integration, and management of accounting information systems, project management systems, CRM systems, and others.
- **Professional Services & Support** – Develops service programs and builds client professional services teams and processes delivering financial services, training, consultations services, system implementation, helpdesk/call-center, and on-site support services. Creates total quality management and client care programs to promote client satisfaction and perceived value in all service areas.
- **Management and Leadership** – Demonstrates effective leadership, management, team building, and mentoring skills in small, large, and matrix environments. Combined with superior oral and written communications skills, creates influencing ability, promotes working relationships, guides staff development, and achieves desired results.

EXPERIENCE AND SELECTED ACHIEVEMENTS:

WAKE COUNTY PUBLIC SCHOOL SYSTEM, Raleigh, North Carolina – 2006 to Present

Chief Business Officer. Hired to newly created position to assume responsibility and oversight of budget, finance, human resources, compensation services, purchasing, and risk management. Charged with expanding fiscal accountability and developing best business practices. Staff liaison to the Finance and Independent Audit Committees.

UNIVERSITY OF NORTH CAROLINA, Chapel Hill, North Carolina – 2003 to 2006

Associate Dean for Finance & Administration. Hired to this newly created position to update and oversee the financial, human resource, and administrative infrastructure of one of UNC's premier graduate schools, The School of Social Work. Responsible for the direct activities associated with over 150 faculty and staff, and charged with the task of updating accounting processes, information flows, internal controls, budgeting, financial reporting, and bringing The School into compliance with university and state guidelines. Financial oversight of school's private Foundation, and implementation of Sarbanes Oxley Act components.

DLN MANAGEMENT CONSULTANTS, Raleigh, North Carolina – 2001 to 2003

Managing Partner. Engaged in professional consulting activities. Services offered to clients in the area of Accounting, Financial Reporting, Sarbanes Oxley, Revenue Recognition, Operations, Organizational Restructuring, Capital Fundraising, HIPAA Compliance, and Marketing Management.

COMPANION TECHNOLOGIES CORPORATION, North Carolina / Pennsylvania - 1997 To 2001

Vice President & GM. Complete financial, human resources, and operational responsibility for the North Carolina and Pennsylvania based subsidiaries of Companion Technologies Corporation (CTC). CTC, a subsidiary of Blue Cross Blue Shield South Carolina, is a provider of healthcare industry practice management, transaction processing, and electronic medical record solutions to physician practice groups, MSO's, clinics, and university student health organizations. Initially lead the North Carolina headquartered operation, a multi-state subsidiary with direct responsibility for the 100-member staff. Challenged to increase revenues, improve internal accounting controls, streamline operations, and improve levels of customer service. A second CTC subsidiary, a declining Pennsylvania based operation with an 85-member staff, was added to responsibilities in 2000 with challenge of restructuring all efforts.

NORTH CAROLINA OPERATION - KEY RESULTS:

- Directed budgeting, financial forecasting, cash planning, monthly reporting, variance analysis, and period consolidations and closing, guiding and mentoring accounting staff. Worked with management team to achieve revenue and expenditure targets, and provided leadership to effect changes as necessary.
- Developed new revenue recognition standards to bring consistency, conservatism, and consistency to the existing process. Led management across functional boundaries in defining and implementing the new standards. Developed new reporting for senior management review and monthly approval to ensure compliance and senior management commitment.
- Acted as change agent, updating accounting processes and procedures, internal controls, training, helpdesk/call center support, and retraining mindset and techniques of tenured staff members. Streamlined operation, reducing staff 20% through attrition while maintaining service levels.
- Achieved aggressive objectives for EDI transaction revenues from health insurance claims, payment remittances, electronic patient statements, and collection letters. Recruited and added to results-driven sales team in a highly competitive staffing market. Increased recurring revenue streams from existing client base by 100% over three-year period.
- Executed sale of non-core client base and related assets to third party for \$1m gain. Structured deal so employees and clients associated maintained seamless employment and support services. Sale allowed increased focus on core business.

Companion Technologies Corporation (CONTINUED)

PENNSYLVANIA ORGANIZATION - KEY RESULTS:

- Took organization into profitable status within six months, driving efforts that grew sales 15% annually and stabilized client base that had dwindled from 1400 accounts down to 450.
- Restructured product offerings and staff responsibilities, streamlining all efforts, closed remote offices and consolidated all operational activities into Harrisburg, PA headquarters. Developed strong management group to motivate and provide cross training for staff. Provided organizational stability, achieving key employee retention during transition.

DATAFLOW COMPANIES, INC., Research Triangle Park, North Carolina - 1983 To 1997

Hired to create organizational structure and oversee accounting/operations during rapid growth for Value Added Reseller (VAR) developing and delivering accounting information management systems to the healthcare and other industries. Progressed through organization, reporting directly to President and owner as Senior Executive. Built company into \$15 million annual revenue operation with 120 headcount.

Senior Vice President & General Manager, 1993 To 1997. As owner moved out of daily issues, was given primary responsibility for operation. Continued to oversee finance & accounting, human resource management, operations, consultation/training services, marketing and sales of service based and upgrade products, software product development and support, hardware services, and recurring revenue stream products.

KEY RESULTS:

- Updated accounting system and internal controls to meet needs of company growth. Worked with accounting staff, outside auditors, and programmers in the design of accounting software integrating accounting and service functions.
- Managed new EDI transaction processing health insurance claim billing/payment remittance product and relationships with CyData/HBOC Clearinghouse, Payers, and Providers to drive early success. Through marketing, sales, and support team leadership, converted entire client base to this efficient process, creating a new income stream representing 33% of total recurring revenue. Built internal support and installation teams to ensure success of new product.
- Led marketing process for Electronic Medical Records and other key products into existing physician client base with challenge and success of finding early adopters. Supported sales efforts to large prospective accounts with strategy and presentations.
- Recruited quality staff members for positions throughout operation, developing a highly skilled team in a competitive hiring market. Developed internal systems to retain employee base, creating innovative compensation and benefits packages.
- Worked with auditors, owner, and prospective buyers through due diligence process, accomplishing sale of company.

Vice President & Operations Manager - 1987 To 1993. Promoted here based on consistent success in accounting management and operations efforts. Continued to handle accounting / internal operations, and assumed responsibility for marketing and sales of service-based products.

KEY RESULTS:

- Worked with clients, their CPA firms, and their internal auditors in a consulting capacity for information system reviews, internal control direction, year-end accounting functions, and other related information system issues.

DATAFLOW COMPANIES, INC. (CONTINUED)

- Developed strategy and executed strategic partnering agreement with CyData/HBOC, facilitating a migration for physician providers to now submit health insurance claims directly to a centralized clearinghouse source (EDI) for automatic re-distribution to payers leading to improved cash flow for providers and a new transactions based revenue stream for company.
- Defined updated strategy to maintain advantage in saturated market, focusing on superior service and responding to customer requirements for systems changes and upgrades. Client SWAT teams developed to bring customer base into satisfied state.
- Implemented Top Quality Management program, measuring quality of all client service functions to drive internal improvement and ongoing customer satisfaction.
- Developed client surveys to track lost clients/sales and identify areas for sales/operations improvement.

Operations Manager - 1983 To 1987. Managed accounting, and development and customization of physician practice management products and directed implementation of systems, client training and support, and additional, and services sales.

KEY RESULTS:

- Converted company from manual to automated accounting. Developed procedures and processes for internal accounting department, and then for all functional areas of organization. Internal controls developed to assure accurate accounting, safeguard company assets, and promote quality of services to client base.
- Worked with clients, CPA's, auditors, and programming staff in design of custom accounting application software for vertical markets including general accounting, non-profit accounting, fundraising, retail, building industry, and property management. Applications focused on meeting accounting and internal control needs.
- Grew company from a start-up one-location operation to multi-branch organization throughout the Carolinas and Virginia creating operational and organizational structure to match. Annual corporate growth of 75% to 150% achieved.
- Developed underlying structures, processes, and materials for client system implementation, training, helpdesk/call-center support, hardware support, and application program development.

CONSULTING EXPERIENCE:

Operated as an independent consultant for regional companies, providing guidance in Accounting, Financial Reporting, Sarbanes Oxley, Revenue Recognition, Operations, Organizational Restructuring, Capital Fundraising, and HIPAA Compliance.

EDUCATION / CERTIFICATION / PROFESSIONAL DEVELOPMENT / ASSOCIATIONS:

MBA – Fuqua School of Business, Duke University, Durham, North Carolina, 1992

BA – Business Management/Accounting, Duke University, Durham, North Carolina, 1979, Cum Laude

Licensed Certified Public Accountant, State of North Carolina

40 Hours annually in CPE Courses focusing on accounting, audit, GAAP, FASB, internal controls, advanced management and leadership skills, negotiations, total quality management, and IT.

American Institute of CPA's, Member • **North Carolina Association of CPA's, Member and Fellow**

Beverly I. White

(b)(6)

EMPLOYMENT AND POSITIONS HELD

Chief Technology Officer

Wake County Public School System, Raleigh, NC
February 2003 to present

Executive Director of Education Technology Services

The School District of Greenville County, Greenville, SC

Administering all technology for the largest school district in South Carolina (and the 66th largest school district in the US). Direct reports in Instructional Technology, Technical Support, Call Center, District LAN/WAN Administration, Web Development, User Support, Educational Television, Telecommunications, and Administrative Computing. A total of 50 full-time employees report in the Education Technology Services area. Responsibilities include devising and updating technology plan; interfacing with over 100 facilities and with the community; implementing and enforcing technology standards; communicating technology issues; developing and implementing budgets; devising and implementing policies. Resource for Board of Trustees; represent District at Civic and Community functions.
1998 to 2003

Director of Information Systems

Lehigh Carbon Community College, Schnecksville, PA

Created by a merger of administrative and instructional computing functions, Information Systems includes all campus technology functions. Responsibilities include developing and administering budgets; devising and implementing policies and plans; training and empowering users; organizing 2 programmers, 1 operator, 5 technicians, 1 network specialist, 2 lab supervisors, and Director of Instructional Technology into functional team to support technology at main campus as well as three off-campus sites; informing campus community of technology developments; serving on President's council. Areas of responsibility include HP3000 administrative computer with 100 terminals; eleven LANs; main campus WAN; Internet server; audio visual services; classroom scholar stations; video conferencing facility; satellite downlink facilities; 9 student computer labs; faculty computer lab; Library computer network; Financial Aid network; Word Processing network; administrative network; individual office computers, printers, and terminals.
1995 to 1998

EMPLOYMENT AND POSITIONS HELD (continued)

Director of Technology

Keystone College, La Plume, PA

Resulting from reorganization of the College, this new position consolidates Institutional Research and Planning, Management Information Systems, Instructional Technology, Library Automation, MultiMedia, Internet Connectivity, Communications, and Campus Training Initiative into a central Department of Technology. Responsibilities include developing and administering budgets; coordinating activities; developing plan for integrating all facets of campus technology; supervising personnel. Paradigm shift in campus approach to technology necessitated devising flexible, agile organization to maximize effectiveness of personnel, equipment, and services while identifying and incorporating new concepts and delivery systems.

1995 (approximately six months)

Director of Institutional Research and Planning

Keystone College, La Plume, PA

Responsibilities include interacting with campus community to devise strategic and tactical plans incorporating results of environmental scanning; projecting enrollment data; determining demand for curricular offerings; serving on President's cabinet; developing and administering budget; supervising researcher; perusing printed and online resources to determine demographics, trends, and developments and their impact on the college; distributing information in usable form to campus community; ensuring the integrity of the college's database; serving as the central source of data for internal and external reporting.

1994 to 1995

Coordinator of Instructional Technology

Keystone Junior College (now Keystone College), La Plume, PA

Responsibilities include supervising six microcomputer facilities used by students and faculty; developing and administering budgets; selecting hardware and software; integrating microcomputers and audio visual equipment into multimedia workstations; assisting faculty in integrating technology in various disciplines; gathering and maintaining data on hardware, software, computer and audio-visual usage; monitoring new technologies and providing information for College's long-range plan; developing, implementing, and updating long-range plans for Instructional Technology; setting policies for Instructional Technology across campus; directing five part-time paraprofessional lab supervisors, one part-time audio-visual/multimedia specialist, and twenty-five student lab assistants.

1989 to 1994

Owner

bevtec

Sole proprietorship providing computer and business expertise on a contract basis. Specialty areas include computer system specifications and developments, statistical analysis, technical writing, user training, workshops, documentation, authoring, multimedia development, and consulting.

1988 to Present

EMPLOYMENT AND POSITIONS HELD (continued)

Trainer

Office of Drug and Alcohol Programs (ODAP)

Department of Health, Commonwealth of Pennsylvania

Responsibilities include providing computer and database training for drug and alcohol facilities throughout Pennsylvania as one of two certified trainers in the state for Client Tracking System (CIS), FoxBASE+, FoxPro, QUATTRO and DOS; authoring CIS documentation.

1988 to 1995

Adjunct Faculty Lecturer

Keystone Junior College, La Plume, PA

Luzerne County Community College, Nanticoke, PA

College Misericordia, Dallas, PA

Responsibilities include instructing computer and mathematics courses.

1988 to 1994

Professor, Department Chair, Programmer

Lackawanna Junior College, Scranton, PA

Responsibilities include teaching computer and mathematics courses offered in department; performing departmental planning functions including determining faculty schedules, courses, and number of sections to be offered based on enrollment projections; providing programming, user training and system support for administrative computer system.

1970 to 1989

High School Mathematics Teacher

Thomasville, GA

Allentown, PA

Montrose, PA

1964 to 1970

EDUCATION

Harvard University

1999

Technology leadership and planning studies

Vanderbilt University

1998

Web page design and evaluation (online course)

State University of New York, Binghamton, NY

1985

Computer languages and methodology courses in Computer Information Systems post-masters degree program

Marywood College (now Marywood University), Scranton, PA

University of Scranton, Scranton, PA

Wilkes University, Wilkes-Barre, PA

1980 to 1985

Various courses in computer languages and concepts

Lehigh University, Bethlehem, PA

Mathematics/Education

1966 to 1970

Master of Arts – 1970

Valdosta State College (now Valdosta State University), Valdosta, GA

Mathematics/Education

1961 to 1964

Bachelor of Science - 1964

PROFESSIONAL DEVELOPMENT HIGHLIGHTS

National Science Foundation Grant Recipient
Lehigh University
Studied Statistics and Non-Euclidean Geometry
1968

Individualized Instruction Methods
Columbia University
1972

College Governance and Planning Workshop
Bennett College
1973

Database Management Strategies Workshop
University of North Carolina
1985

Health Care Database Management Workshop
Medisoft, Chicago, IL
1992

MultiMedia Workshop
University of Delaware
1994

NorthEast Association of Institutional Researchers
Regional Conference, Baltimore, MD
1994

Novell Administrator Training
Alternatives, Allentown, PA
1995

PROFESSIONAL DEVELOPMENT HIGHLIGHTS (continued)

Fred Pryor and Career Track seminars

One-day seminars addressing leadership, empowerment, managing multiple priorities, and other current topics

1970 to Present

International Conference on Technology and Education (ICTE)

New Orleans, LA

February 1996

Eastern Small College Computing Conference (ESCCC)

Scranton, PA

October 1996

Computers on Campus

Myrtle Beach, SC

November 1996

League for Innovation Conference on Information Technology

Phoenix, AZ

November 1996

Fundamentals of Teaching at a Distance

Marywood College (now Marywood University), Scranton, PA

March 1997

AAHE Teaching Learning Technology Roundtable

Kutztown University, Kutztown, PA

March 1997

Beginning Windows 95

New Horizons, Bethlehem, PA

June 1997

National Title III Workshop

Washington, DC

December 1997

Web Page Design and Evaluation

Vanderbilt University (online course)

January – May 1998

International Conference on Technology and Education

Santa Fe, NM

March 1998

PROFESSIONAL DEVELOPMENT HIGHLIGHTS (continued)

CAUSE Leadership Institute

Boulder, CO

June 1998

Leadership and the New Technologies

Harvard University, Cambridge, MA

July 1999

The National School Technology Leadership Conference

Austin, TX

March 2000

EdTech

South Carolina's technology conference held in various locations each year

October 1998, October 1999, October 2000, October 2001, October 2002

National School Board's Association Teaching + Learning Conference

Atlanta, GA

November 2001

Baldrige Training

(multiple sessions)

Greenville, SC

2001 - 2002

SEIR-TEC SEA Academy

Member of South Carolina team with authentic learning project of creating plan to revise the state technology plan

Gunthersville, AL

April 2002

National School Board's Association Teaching + Learning Conference

Dallas, TX

November 2002

District Portfolio Workshop

Presented by Dr. Victoria Bernhardt

Greenville, SC

February 2003

South Carolina Technology Plan Revision

Planning and Writing Team

April 2002 to present

WORKSHOPS ORGANIZED AND PRESENTED

QUEO or not QUEO

Explanation of college-level credit course originated to teach querying techniques for accessing mainframe databases.

1986

The Quick Brown FoxBASE+ Training

Hands-on training in fundamentals of databases and specifics of FoxBASE+ database software.

1989 to 1995

The Reluctant User

A nontechnical view of the influence of computers on society.

1990

Survival Skills in WordPerfect 5.1

A one-hour training for study skills students.

1990 to 1996

The Client Information System (CIS)

Training in proprietary database management system devised by Pennsylvania Department of Health for tracking drug and alcohol treatment clients.

1990 – 1993

Querying the CIS

Training drug and alcohol treatment personnel in methods of extracting data and generating reports from the CIS database.

1992 – 1993

Purchasing Your Personal Computer

An analysis of needs and overview of hardware and software options.

1993

Don't Let Your Computer Make You Sick

Practical ways to prevent computer related health problems.

1993 to 1998

Introduction to Microcomputers

Hands-on introduction to computers and Disk Operating System.

1992 to 1995

WordPerfect 5.1: Introduction, Advanced, Newsletter, Tips and Tricks

A series of stand-alone hands-on trainings in use of WordPerfect 5.1 word processing software.

1992 to 1995

WORKSHOPS ORGANIZED AND PRESENTED (continued)

LOTUS 1-2-3: Introduction, Advanced

*A series of stand-alone hands-on trainings in use of LOTUS 1-2-3 spreadsheet software.
1992 to 1995*

Holiday Correspondence Using WordPerfect 5.1

*Creation of holiday letters, cards, invitations, envelopes, and mailing labels using WordPerfect.
1993*

You Can Do WINDOWS

*Introduction to concepts and advantages of WINDOWS operating environment.
1994 to 1998*

MicroSoft WORD 6.0: Introduction, Intermediate, Advanced

*A series of stand-alone hands-on trainings in use of WORD 6.0 word processing software.
1995 to 1996*

MicroSoft PROJECT 2.0: Introduction, Advanced

*A series of stand-alone hands-on trainings in use of Project 2.0 project management software.
1995 to 1996*

Introduction to Internet

*Information and demonstration of major facets of Internet
1995 to 1998*

Is Internet for You?

*Business applications of Internet
1995 to 1998*

WordPerfect 5.1 Graphics

*Information and demonstration of graphics capability of WordPerfect 5.1
1995 to 1996*

DeskTop Publishing with WordPerfect 5.1

*Information and demonstration using desktop publishing features of WordPerfect 5.1 to
produce attractive documents
1995 to 1996*

Creating Newsletters with WORD 6.0

*Information and demonstration using desktop publishing features of WORD 6.0 to produce
attractive newsletters including graphics
1996 to 1997*

Computer Literacy: Auto Mechanics or Driver Ed?

*Discussion of what computer literacy means in today's society
1996 to 1998*

WORKSHOPS ORGANIZED AND PRESENTED (continued)

Characteristics of Effective WWW Pages

Utilizing existing WWW Pages to demonstrate what makes a page effective
1996 to 1998

Follow the Yellow Brick Road to Technology

Identifying user types and suggesting appropriate technology techniques
1999 to Present

Which Hat Are You Wearing?

Tips and shortcuts for Microsoft Office 97
2000

Teamwork in Education

Leadership and Management Academy
Interactive exploration of the meaning of teamwork in the educational environment
2000

PRESENTATIONS AT CONFERENCES

Effectively Communicating Technology to Maximize Campus Impact

Eastern Small College Computing Conference (ESCCC)

Scranton, PA
October 1996

**Developing Campus Technology Policies and Plans: Crockpot or Microwave
Computers on Campus**

Myrtle Beach, SC
November 1996

Effectively Communicating to Maximize the Impact of Technology

League for Innovation Conference on Information Technology

Phoenix, AZ
November 1996

Enhancing Teaching and Learning with Technology

Keystone College

LaPlume, PA
May 1997

PRESENTATIONS AT CONFERENCES (continued)

Growing a Web Site: A Case Study

Stop Surfing-Start Teaching 1998 National Conference

Myrtle Beach, SC

Accepted for presentation at February 1998 conference

Growing a Web Site: A Case Study

International Conference on Technology and Education

Santa Fe, NM

March 1998

PUBLICATIONS

Books:

The Quick Brown FoxBASE+ Training Manual

Office of Drug and Alcohol, Department of Health, Commonwealth of Pennsylvania

1989

Client Information System Facilities Manual

Office of Drug and Alcohol, Department of Health, Commonwealth of Pennsylvania

1991

Real Life Math and the Power of Numbers (co-author)

English Language Institute

1993

Various Math and Computer Texts

International Correspondence School

1990 - 1994

Algebra Study Guide

Learning and Evaluation Center

1995

PC Office Specialist

Lifetime Schools

1995

Computer Viruses

National Education Corporation

1996

PUBLICATIONS (continued)

Introduction to Computers Study Guide

Keystone National High School

1998

WORKS for You

Lifetime Schools

1999

The Mathematical Palette: Study Guide

Harcourt Learning Direct (a division of Harcourt Brace)

1999

Introduction to Computers Study Guide

Thompson Direct

2001

Windows XP Study Guide

Thompson Direct

2002

Business Statistics Study Guide

California College for Health Sciences

2003

Computer Based Tutorial (CBT) Disks:

Learning WordPerfect (collaborator)

Lemarr Arnold

1991-1992

WordPerfect Macros (collaborator)

Lemarr Arnold

1991-1992

Learning LOTUS (collaborator)

Lemarr Arnold

1991-1992

LOTUS Macros (collaborator)

Lemarr Arnold

1991-1992

PUBLICATIONS (continued)

CD-ROM:

Personal Best CD-ROM (collaborator)
National Education Training Group Spectrum
1994

Training Video:

A Way with Words (concept and script)
Synergy Productions and bevtec (a collaboration)
1994

Wytukaye and You (concept and script)
Synergy Productions and bevtec (a collaboration)
1999

Articles:

Real Users Sometimes Don't!
Data Management
February 1986

Busy, Busy
The Christian Reader
November/December 1977

Meditation For Ordinary Days
The Christian Reader
March/April 1978

Little Christmas Story
The Christian Reader
November/December 1980

Assorted Short Articles
The Pierian Spring
1989 – 1993

MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Association of School Administrators

Association for Supervision and Curriculum Development

National Association of Female Executives

American Association of University Women

COMMUNITY ACTIVITIES

Disciples United Methodist Church

United Way Palmetto Society

United Way Allocations Committee

Opportunity Greenville

Connections III: Women Leaders of the Upstate

Leadership Greenville Class XXVII

USCS Information Management and Systems Advisory Board

Habitat for Humanity

Drug and Alcohol Council Steering Committee

Leadership Forum (Greenville)

PROFESSIONAL ACTIVITIES

SDGC Y2K Task Force Chair

SC State Technology Committee

Technology Advisory Group

Technology Council

Education Plan Action Team

Corporate Partnership for Operational Excellence – technology liaison

Village Green Advisory Board

Speakers Bureau

Telecommunications Advisory Committee for the City of Greenville

Planning Team for South Carolina Technology Plan Revision

Writing Team for South Carolina Technology Plan Revision

HONORS AND AWARDS

*Who's Who Among American Women in Education
1993, 1994, 1995, 1996*

*Who's Who Among Women in Communication
1996, 1997*

*Association of Visual Communicators CINDY award
(for video: A Way with Words)
1995*

*Community College Association for Instruction and Technology (CCAIT) Award
Presented at Association for Educational Communications and Technology (AECT) National
Convention's International Computing and Instructional Technology Exposition
(InCITE '98) in St. Louis, MO, February 1998
(for video: A Way with Words)
1998*

HONORS AND AWARDS (continued)

*Third Annual Consortium for Computing in Small Colleges Northeastern Conference
(CCSCNE-98) held in Fairfield, CT in April 1998
Review Panel for Papers Submitted for Presentation
November-December 1997*

*The CAUSE Fellowship for the 21st Century
Inaugural fellow
1998 calendar year*

*Leadership and the New Technologies
Harvard University Graduate School of Education
Selected to participate on basis of competitive application process
July 1999*

*Board of Trustees Resolution
School District of Greenville County
Commendation for successful Y2K project management
2000*

*Association of Visual Communicators CINDY award
(for video: Wytukaye and You)
2000*

*The Communicator Award
(for video: Wytukaye and You)
2000*

*Innovision Award Finalist
Business division
(for work with Corporate Partnership for Operational Excellence)
2000*

*Innovision Award nominee
Education division
(for improvements in technology in the School District of Greenville County)
2001*

*Letter of Commendation
Inez Tennenbaum, South Carolina Secretary of Education
(for participation in creation of "Plan to Plan" for SC Technology Plan Revision)
2002*

DAVID HOLDZKOM

(b)(6)

EMPLOYMENT:

Jun 2005 to date: Assistant Superintendent, Evaluation & Research, Wake County Public School System, Raleigh, NC

Aug 00-Jun 05: Independent Consultant in Educational Evaluation

Aug 93-Aug 00: Executive Director/Assistant Superintendent, Research, Development & Accountability, Durham Public Schools, Durham NC

Nov 85-Jul 93: Director, Personnel Services Division, NC Department of Public Instruction, Raleigh, NC

Jan 80-Oct 85: Director, R&D Interpretation Service, Appalachia Education Lab, Charleston WV, and CEMREL, St. Louis, MO

May 79-Jan 80: Independent Consultant, Research & Evaluation

Mar 78-May 79: Director, R&D, Institute of Modern Languages, Silver Spring, MD

Aug 77-Mar 78: Consultant, Development Associates, Washington, DC

Aug 76-Aug 77: Consultant, Center for Applied Linguistics, Arlington, VA

TEACHING:

University of North Carolina—Chapel Hill, NC (Assessment & Accountability)

North Carolina Central University, Durham, NC (Educational Research Methods)

Fordham University, New York, NY (Tests and Assessment in Bilingual/ESL Education)

West Virginia State College, Institute, WV (Freshman English)

Luther Rice College, Washington, DC (ESL)

American Bankers Association, Washington, DC (ESL)

University of Constantine, Constantine, Algeria (Modern English & French Literature)

Lincoln High School, Seattle, WA (English & Remedial Mathematics)

Lycee Mixte, Kasserine, Tunisia (EFL)

SELECTED PUBLICATIONS:

Teacher Work Samples and Accountability Systems (with Kimberly S. Cowley, Susan Voelkel, and Nicole Finch), Charleston, WV, Appalachia Educational Laboratory: May 2005.

Effects of a Culturally Responsive Teaching Project on Teachers and Students in Selected Kanawha County, WV, Schools (With Hughes, Cowley et al.). Published by Appalachia Education Laboratory, Charleston, WV. 2004.

Formative Evaluation of the Title II Renaissance Partnership for Improving Teacher Quality Project (with Cowley, Finch & Meehan). Published by Appalachia Education Lab, Charleston, WV, 2003

Evaluation of Years 1 and 2 of the McKelvey Foundation Program to Distribute Scholarships to Entrepreneurial Rural Students (with Cowley, Finch & Meehan). Published by Appalachia Education Lab, Charleston, WV, 2003

A Blueprint for Using Data to Improve Schools. Published by the North Carolina Network, Raleigh, NC. 2003.

Managing Low Performing Schools: A Policy Brief Published by Appalachia Educational Laboratory, Charleston, WV. December 2001.

"High Student Performance" in *Governor's First in America Report*, edited by Charles Thompson and Elizabeth Cunningham, Chapel Hill, NC: UNC. December 2000

"From Accountability to Professional Empowerment in North Carolina" (with Richard M. Brandt) a chapter in *From Accountability to Professional Development: The Evolution of Teacher Evaluation Policy*, edited by Daniel L. Duke. Albany NY: SUNY Press, 1995.

"Designing a Personnel Management System for School Psychologists". *Journal of Personnel Evaluation in Education*, 9:159-170, 1995.

"Teacher Performance Evaluation in Southeastern States: Forms and Functions" (with B. Kuligowski and R. French), *Journal of Personnel Evaluation in Education*, 6:335-358, 1993.

"The Influence of State Agencies on Curriculum", *NASSP Bulletin*, 76: 12-21, December 1992.

"Teacher Performance Appraisal in North Carolina: Preferences and Prejudices", *Phi Delta Kappan*, 27 (10), June 1991.

"Effectiveness of the North Carolina Teacher Performance Appraisal System" (with D. Stacey and B. Kuligowski), *Journal of Personnel Evaluation in Education*, 3:79-106, 1989.

"Personnel Evaluation: Bureaucratic or Professional Responsibility?" *NCASCD Journal*, Fall: 10-21, 1988.

"Measuring the Effectiveness of Staff Development" (with B. Kuligowski) in *Journal of Staff Development*, 9:1, 10-13, 1988.

"Readability: Matching Text to Student", in *Research Within Reach: Secondary School Reading*, edited by Alvermann, Moore, and Conlon. Newark, DE: International Reading Association, 1987.

"Appraising Teacher Performance in North Carolina", *Educational Leadership*, 44(2), 40-44, April 1987.

Educational Managers: A Literature Synthesis. Charleston WV: Appalachia Educational Laboratory, 1985.

RESEARCH REPORTS & PRESENTATIONS:

"Educating Black Children in 19th Century Schools". Paper presented at the annual meeting of the American Education Studies Association, Charlottesville, VA, November 2005.

"Looking in Classrooms: Three Stories of Education Reform". Paper presented at the annual meeting of the American Education Studies Association, Kansas City, MO, November 2004.

"Making a Difference: The effectiveness of a tutorial program in overcoming early reading difficulties". A randomized trial experiment of early reading intervention. Wake County Public Schools, Raleigh, NC. 2004

"Touching the Lives of Children: A Proven School Readiness Program". (With Melmed, Boyd and Hayden). Paper presented at Head Start's 6th National Research Conference. Washington, DC. 2002

"Family, Community, School Connections". Discussant on panel at the annual meeting of the American Educational Research Association. New Orleans, LA. 2002.

"Evaluating the impact of a school board policy on grade promotion based on competency testing". Paper presented at the annual meeting of the American Educational Research Association. Seattle, WA, 2001.

"Separating the wheat from the chaff: four research studies of reading programs." Discussant on a symposium at the annual meeting of the American Educational Research Association. New Orleans, LA, 2000.

"Be careful what you ask for: the impact of an accountability system on student achievement, school achievement, and teachers". Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. 1999.

"Where's the science in educational research?". A discussion paper presented at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada, 1999.

"Establishing 1st grade reading norms" (with Haenn and Webb). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. 1997.

"Home and school influences on children's academic achievement: implications for intervention" (with Kurtz-Costes, Meece, and Halle). A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. 1997.

"Apples to oranges: inappropriate applications of a group test to decisions about individual students". Paper presented at the annual meeting of the American Educational Research Association. New York, NY, 1996.

"Computer knowledge: heads or hands? A study of development of a two-phase examination of computer knowledge." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, 1995.

"Summary of implementation of a pilot study of outcomes-based education in North Carolina". Paper presented at the annual meeting of the American Educational Association, San Francisco, CA, 1995.

"Politics vs. technique with the emphasis on 'versus'". Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, 1995.

"Shifting paradigms or shifting perspectives: evaluation of the effects of the School Improvement and Accountability Act of 1989 in North Carolina". Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA, 1993.

"Local and state relationships: working together to examine implementation of an educational reform initiative". Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA, 1993.

"NC school improvement and accountability act: a description of local district proposals" (with Barbara Kuligowski). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, 1991.

"The limits of generic skills evaluation in special teaching situations" (with Dennis Stacy). Paper presented at annual meeting of American Educational Research Association, Chicago IL, 1991.

"Does program evaluation make a difference?" Paper presented at the annual meeting of the American Educational Research Association, Boston, MA, 1990.

"Better teaching for better learning: student achievement results in a 4-year pilot of a teacher career development project." Paper presented at the annual meeting of the American Educational Research Association, Boston, MA, 1990.

"Comparability of teacher evaluation systems in 15 southeastern states" (with Barbara Kuligowski and Russell French). Paper presented at annual meeting of the American Educational Research Association, Boston, MA, 1990.

"A longitudinal study of change in teacher performance (with Dennis Stacy and Barbara Kuligowski). Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA, 1989.

"State and local partnerships in developing a career development program". A symposium presented at annual meeting of the American Educational Research Association, San Francisco, CA, 1989.

"Effectiveness of the NC teacher performance appraisal system". Paper presented at annual meeting of the American Educational Research Association, New Orleans, LA, 1988.

"Using research-based knowledge to improve science education". Invited keynote address, Summer Leadership Seminar, National Association of Science Supervisors, Johnson City, TN, 1988.

"Goal setting in science education". Invited keynote address, Summer Leadership Seminar, National Association of Science Supervisors, Pocono, PA, 1987.

CONSULTANCIES & TRAINING:

Member of a visiting evaluation team sponsored by National Science Foundation, to University of Kentucky. July 2004.

Conducted field observations of middle school mathematics teaching in New Jersey and wrote research protocols. Horizon Research, Chapel Hill, NC. March-April 2004.

Conducted field observations of elementary, middle, and high school mathematics teaching in New Jersey and Louisiana and wrote research protocols. Horizon Research, Chapel Hill, NC (NSF-funded project). October-March 2003.

Conducted a series of focus groups in 5 cities with employment managers interested in apprenticeships. Department of Labor-sponsored activity. Feb-Jun 2002

Prepared analysis of student achievement for Governor's *First in the Nation* project, conducted by Council for Educational Research, UNC-GA. Sep-Nov 2000.

Developed and delivered training modules on state promotion standards and data analysis and use, North Carolina Network, June 98-March 2000.

Visiting faculty, Principals Executive Program, University of North Carolina, Oct 98, Apr 1999, and Jul 1999.

Lead trainer for NC DPI School Assistance Teams. (Contract managed by Research and Evaluation Associates, Inc.) June 1997 to date.

Prepared analysis of impacts and benefits of merger of Davidson County, Lexington City, and Thomasville City School districts. Oct 1996 to Mar 1997.

Facilitated brain-storm session for Democratic Party Caucus, North Carolina General Assembly, July-September 1995.

Prepared analysis of impacts and benefits of merger of Stanly County and Albemarle City school districts. July-September 1995.

Wrote position paper on impacts and benefits of merger of city and county school districts in North Carolina, May-July 1995.

Implemented outcomes improvement strategies for high school and elementary schools in Kings Mt.(NC) City Schools. Aug 1994-May 1995.

Developed alternative approaches for evaluation of teacher performance for Catawba County (NC) and Lexington City (NC) School districts. July 1993-March 1994.

Assisted in development of personnel policies for Odyssey Project, an NASCD school system.

Served on a three-person advisory panel advising Master Teacher Career Options Pilot Program for Louisiana Department of Education, Baton Rouge, LA, June 1989-March 1991.

Served as NC representative to working group sponsored by Council of Chief State School Officers to develop criteria for evaluation of 1st and 2nd year teachers. Nov 1991-Jun 1993.

Reviewed plans for teacher evaluation system for Louisiana Department of Education, Baton Rouge, LA, Mar 1991-Oct 1991.

Designed and conducted classroom observation study for School of Education, UNC, Mar-May, 1990 and Mar-May 1991.

Conducted study of teacher evaluation systems in 15 Southeastern states. Sponsored by Southern Regional Education Board, Atlanta, GA, May 1988-Apr 1990.

Designed pilot study of performance of master teachers. Sponsored by Texas Education Agency. Austin, TX. May 1989-Jun 1990.

Reviewed proposals for D.D. Eisenhower Science/Math grants. US Department of Education. Apr-Jun 1990.

Consulted in area of teacher certification requirements. Sponsored by Educational Testing Service, Princeton, NJ. Mar 1990.

Consulted on alternative methods of assessing student achievement. Sponsored by Governor's Study Commission, Frankfort, KY. June 1989.

Consulted on writing across curriculum project. Ashland (KY) Community College. July 1989.

Chaired Blue Ribbon Task Force on Career Development Program. Sponsored by Charlotte-Mecklenburg Schools. Nov 1987.

RECENT EVALUATION PROJECTS:

1994-2005: Conducted annual evaluations of early childhood education projects in N. Carolina

1995-2004: Conducted annual evaluations of early childhood education in Tennessee.

98-2000 Co-PI, Project RAMP, an NSF-sponsored mathematics education reform project, Durham Public Schools.

1998 Conducted evaluation of early reading program in Surry County (NC) Schools.

1995 Conducted functional evaluation of Georgia Department of Education Testing and Assessment Unit.

1995 Analyzed likely impacts of school district mergers in selected NC counties

1993 Conducted functional analyses of personnel offices in two NC school districts

1992 Evaluated Chapter 2, ESEA Program in North Carolina.

1991 Assisted in functional analysis of organizational units of NC Dept of Pub.Instr.

AWARDS, HONORS, BOARDS AND CERTIFICATIONS

2002-2005 Samuel B. Holton Fellow in History & Philosophy of Education, University of North Carolina—Chapel Hill.

2003-2005 Board of Directors, PACE Academy, Chapel Hill, NC. Served as Board Chair, 2004-2006.

2005 Elected to Alpha Epsilon Lambda, National Graduate Student Honor Society.

2005 Elected to Frank Porter Graham Honor Society, UNC-CH.

- 2004 Outstanding Publication Award, presented by Division H, American Educational Research Association.
- 1997-98 Educational Policy Fellowship, North Carolina Public Schools Forum.
- 1997 *Phi Delta Kappa* Outstanding Research Award, presented by Carolina Chapter.
- 1997-99 President, Alumni Board, Principals' Executive Program, UNC—Chapel Hill.
- 1996-99 Alumni Board, Principals' Executive Program, UNC—Chapel Hill.
- 1996-97 Board of Directors, Central Carolina Consortium, Durham, NC.
- 1995 Jack McCall Award, presented by Superintendents' Executive Program, UNC-CH
- 1995 Outstanding Academic Award, presented by Superintendents' Executive Program, UNC-CH.
- 1995 Outstanding Publication Award, presented by Division H, American Educational Research Association.
- 1991 *Phi Delta Kappa* Outstanding Research Award, presented by Carolina Chapter.
- 1990 Governor's Executive Management Program.
- 1992-2010 North Carolina Licensed as Superintendent, Principal, Curriculum & Instruction Specialist, Teacher of English 6-12 (endorsed for ESL 6-12), Social Studies 6-12 and Teacher Mentor.

EDUCATION:

University of North Carolina—Chapel Hill, 2002-Date, Ph D Candidate (Education/History Minor).

University of Washington, 1974, MA (English).

University of Washington, 1973, BA (English).

University of Washington, 1970, BA (Political Science).

CHARLES "Chuck" DULANEY

Contact Information

HOME ADDRESS:
DATE OF BIRTH:
EMAIL ADDRESS:

(b)(6)

Summary Of Academic Preparation

DEGREES: B.A. (History) Occidental College, 1969
M.A. (Educ. Research) Univ. Of Missouri--Kansas City, 1978
Ed.S. (Educ. Admin.) Univ. Of Missouri--Kansas City, 1980

Summary Of Work Experience

I am currently employed as Assistant Superintendent For Growth and Planning for the Wake County Public School System. In that position I lead a department that is responsible for student assignment, enrollment projections, demographic research, and long-range facility planning. Our school district has been growing at a steadily accelerating rate for the past four years, and construction of new schools has not kept up with enrollment growth. One important mission of our department is to help the community understand the nature and impact of enrollment growth and build consensus on the need for both new facilities and the renovation of aging facilities across the county. A related mission is to make annual growth management recommendations to the Board of Education that maintains healthy school populations at all schools and avoids overcrowding or underutilization of school facilities.

I began my career as an elementary school teacher in Kansas City, Missouri, and during my career I have served as an elementary principal, a staff development coordinator, an evaluation specialist, and as senior director for school accountability. I have worked for the Center School District in Kansas City, Missouri, the Charlotte-Mecklenburg School System, and Wake County Public Schools.

NANCY ROSE BAENEN

(b)(6)

WORK EXPERIENCE

1990 to present **Evaluation and Research**
Wake County Public School System

Positions Held

Senior Director of Program Accountability (8/97 to present)
Director of Evaluation (12/92 to 7/97)
Director of Evaluation and Testing (1/90-11/92)

Responsibilities

Supervision of staff
Development of annual evaluation and testing agenda
Budget preparation and administration
Planning and implementation of research and evaluation projects
Coordination of evaluation, survey, and testing projects
Data analysis, report writing, editing, and dissemination
Coordination/consultation with WCPSS and outside agency staff

Major Projects

Evaluation of several multi-million dollar local efforts to improve student achievement and close achievement gaps K-12
Supervision of multiple grant evaluations and needs assessments
Supervision and/or completion of evaluations for a variety of other efforts (such as magnet programs, high school reform, interventions to support struggling learners and students with limited-English proficiency, partnerships with outside agencies, gifted education, drug abuse prevention, and kindergarten screening)
Development, data collection, and reporting of districtwide staff, parent, and student survey efforts
Collection and dissemination of system and school data for accountability and school improvement
Training for schools and central staff related to understanding and using assessment results, particularly for school and program improvement
Development of database systems for program records
Coordination of districtwide testing activities and reporting
Development of criterion-referenced test in language arts and math

**1976 to 1990 Office of Research and Evaluation
Austin Independent School District**

Positions Held

Research Analyst (9/89 to 12/90)
Evaluator II (8/85 to 8/89)
Evaluator I (7/79 to 8/85)
Evaluation Intern (1/78 to 6/79)
Evaluation Assistant II (9/77 to 1/78)
Evaluation Assistant I (11/76 to 8/77)

Responsibilities. Similar to Wake County Public School System with fewer supervisory duties. Major areas of study and responsibility:

- Policy Analysis/Evaluation
- Program Evaluation-Educational
- Program Evaluation-Service-Related
- Test Coordination
- Personnel Evaluation Forms Development
- Survey Research

1976 US Bureau of the Census, Austin, Texas. Processed census forms for Travis County experimental census.

1974-75 New Concepts Foundation for the Handicapped, Green Bay, Wisconsin. As Daily Living Coordinator, supervised operation of a group home unit for mentally challenged citizens. As a graduate student, provided social services for practicum credit.

EDUCATION

1974-79 University of Wisconsin-Green Bay, Green Bay, Wisconsin. Master's degree granted August, 1979. Program emphasis-psychology, research methods, social services.

1970-74 University of Wisconsin-Green Bay, Green Bay, Wisconsin. BA degree granted May, 1974, Growth and Development (and interdisciplinary program with an emphasis on developmental psychology).

Academic Honors

1974 Awarded graduate teaching assistantship
1974 Graduated magna cum laude
1971-74 Named to Dean's Highest Honors List

OTHER RELATED TRAINING/EXPERIENCE

Evaluation models, regression analysis (linear and curvilinear models)
Educational evaluation methods and results
Quality management training (Baldrige, Langford, Deming, and Covey)
Program cost/benefit analyses
School and teacher effectiveness
Communication techniques

C:\Documents and Settings\Administrator\Desktop\Resumes 07\Nancy Baenen resume.doc

Individual and family counseling practicum
Statistical Analysis System (SAS)
Word processing and graphics (Microsoft Office Suite, Publisher).

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Directors of Research & Evaluation (DRE)
National Association of Test Directors (NATD)
Phi Delta Kappa

PROFESSIONAL AWARDS AND APPOINTMENTS

Secretary, Division H of AERA, 2004-2006
Program Chair, Division H of AERA, 2001-2002; Newsletter Editor 1999-2000
President, Directors of Research and Evaluation (DRE), 2000-2001
Awards from Report Competition from Division H of AERA (Author or Supervisor/Editor):

- "Department Website" for WCPSS Evaluation & Research Website (2006 and 2005)
- "NCLB Informational Materials" for Improving Teacher Quality: Progress in Meeting NCLB (Title II-A) Requirements, 2003-04 (2006)
- "Instructional Research" for NovaNET 2000-01, Analyses of Standard Outcomes Relative to a Comparison Group (2003)
- "Planning & Policy Research" for Gaps in Academic Achievement: WCPSS Status 2001-02 (2003)
- "Summary Report" for Class-Size Reduction Evaluation 1999-2000 (2002)
- "Instructional Research" for Impact of Accelerated Learning Program (ALP) and Other Assistance 1999-2000 (2001)
- "Summary Report" for Staff Development Review (2001)
- "Instructional Research" for A Closer Look at 1995-96 Achievement Trends: Grades 3-8 (1998)
- "Instructional Program Evaluation" for Alternative Schools Evaluation Report, 1995-96 (1997).
- "Policy Studies" for Should Students Take Algebra in Middle School? (1997).
- "Innovative Reporting Methods" for Parent Survey Results (1994).
- "Advance in Methodology" for DRE's General Evaluation System: GENESYS 1988-89 (1990).
- "Best Brochure-Honorable Mention" for Teaming Up on TEAMS.
- "Best Report of Policy Study" for Retention or Promotion: An individual Decision (1985).
- "Best Report of a Policy Study" for FINAL TECHNICAL REPORT-Retention and Promotion 1982-83.
- "Best Information Materials Describing an Evaluation Unit" for 1980-81 Evaluation Findings Volume.

PAPERS, PRESENTATIONS, AND PUBLICATIONS

Primary, co-author, or supervisor/editor of over 100 publications (final reports, newsletters, and manuals) for the Evaluation and Research Department, Wake County, Raleigh, North Carolina. Author of two articles for professional publications:

Baenen, N., Bernholz, A., Dulaney, C. and Banks, K. (1997). Reading Recovery: Long-term progress after three cohorts. Journal of Education for Students Placed at Risk, 2(2), 161-181.

Prohm, B., and Baenen, N. (1996, Spring). Are year-round, multi-track elementary schools effective? ERS Spectrum, 14 (2), 42-47.

Primary or co-author of over 135 publications (technical reports, final reports, brochures, newsletter) for the Office of Research and Evaluation, Austin Independent School District. Also, editor for numerous office reports. Contributor/co-author of three journal articles. (List available upon request.)

Primary or co-author of 15 papers presented at annual meetings of AERA (list available upon request). Chairperson and/or discussant for six AERA/SERA symposia, with a seventh accepted for presentation in spring 2007.

Presenter to a variety of groups within the Austin Independent School District and the Wake County Public School System (the Board of Trustees, Superintendent's Cabinet, central and school administrators, school faculties, parents, advisory and other committees, research and evaluation staff).

REFERENCES

Available upon request.

KENNETH A. BRANCH

(b)(6)

OBJECTIVE

EDUCATION

Doctor of Education	Educational Leadership North Carolina State University, Raleigh, NC.	2003
Master of Education	Educational Administration and Supervision North Carolina State University, Raleigh, NC.	1992
Bachelor of Arts	Education University of North Carolina, Chapel Hill, NC.	1976

SELECTED ACCOMPLISHMENTS

- ❖ Opened magnet middle school on the campus of North Carolina State University.
- ❖ Developed and implemented staff training in curriculum integration, differentiation of instruction, and creating a collaborative school culture.
- ❖ Designed and put into practice a model for a school-university partnership that includes each of the ten colleges of North Carolina State University.
- ❖ Presented at national conferences on school-university partnerships and creating collaborative school cultures.
- ❖ Trained eight interns who now hold administrative positions in the WCPSS school system.
- ❖ Managed annual school system department and school budgets of up to one million dollars.
- ❖ Experienced in instructional leadership at elementary, middle, and high school levels.
- ❖ Received NCSU Extension and Engagement Special Service Award and Wake County PTA Outstanding Principal Award.
- ❖ Serve on the National Advisory Board of the NCSU William Ida Friday Institute for Educational Innovation, the Cary Academy Board of Directors, and the NCSU Council on Teacher Education.

PROFESSIONAL EXPERIENCE

Senior Director	Magnet Programs, WCPSS, Raleigh, NC	2006-Present
Principal	Centennial Campus Middle School, Raleigh, NC	1999-2006
	Lynn Road Elementary School, Raleigh, NC	1998-1999
	Zebulon Middle School, Zebulon, NC	1995-1998
Assistant Principal	Carnage Magnet Middle School, Raleigh, NC	1993-1995
	Hawley Middle School, Creedmoor, NC	1992-1993
Teacher	Neal Middle School, Durham, NC	1987-1992
Development Officer	N. C. School of Science and Mathematics Durham, NC	1985-1987
Manager of Operations	United States Committee for UNICEF Washington, DC	1984-1985
		1981-1983
Program Director	Pre-Academic Program for Fulbright Grantees The American University, Washington, DC	1983-1984
Teacher	Edenton-Chowan Alternative High School Edenton, NC	1979-1981
	Universal American School Khaldiayah, Kuwait	1976-1979

CERTIFICATION

- Superintendent, North Carolina Department of Public Instruction.
- Principal, North Carolina Department of Public Instruction.
- Teacher, Secondary and Middle Grades Social Studies, North Carolina Department of Public Instruction.

PRESENTATIONS

“Collaboration: The Key to Student Success” Magnet Schools of America Conference, Miami, FL	2005
“University Connections: Creating a Meaningful Partnership” National Middle School Association Conference, Portland, OR	2002
“Building A Partnership: A Look Inside” Magnet Schools of America Conference, Houston, Texas	2002
“Centennial Campus Middle School: A Partnership” Magnet Schools of America Conference, St. Louis, Missouri	2001

WILLIAM LAWRENCE CARRUTHERS
Senior Director of Grants Administration and Compliance Reporting Office
Licensed Psychologist

(b)(6)

EDUCATION

- Ph. D.** North Carolina State University, Raleigh, NC
Psychology, May 1990
- M. Ed.** Wichita State University, Wichita, KS
Student Personnel and Guidance, January 1978
- M. S.** Purdue University, West Lafayette, IN
Sociology, December 1972
- B. S.** Purdue University, West Lafayette, IN
Astronautical & Aeronautical Engineering, January 1971

EMPLOYMENT

- 1998 - present** Senior Director of Grants Administration and Compliance Reporting Office / Evaluation and Research Department, Wake County Public School System, Raleigh, NC
- 1997 - 1998** Senior Administrator / Evaluation and Research Department Wake County Public School System, Raleigh, NC
- 1991 - 1997** Program Specialist / Guidance and Social Work Department Wake County Public School System, Raleigh, NC
- 1980 - 1991** School Psychologist / Psychological Services Department Wake County Public School System, Raleigh, NC
- 1978 - 1980** School Psychologist
Cowley County Cooperative, Winfield, KS
- 1973 - 1976** USAF Missile Launch Control Officer
McConnell Air Force Base, Wichita, KS

CURRENT RESPONSIBILITIES AND ACTIVITIES

- Report to the Assistant Superintendent, Evaluation and Research, and assist with the implementation of standardized, centralized processes for administering all grant supported programs in the district.
- Develop and implement strategies to continue to secure public and private funds through formula and competitive grant opportunities.
- Provide information to school level administrators, leadership teams, and central staff regarding external funding sources.
- Track federal and state legislation related to grant funding.
- Research and maintain a "current status" description on funding opportunities and disseminate the description to appropriate administrators.
- Develop and implement procedures to ensure that grant based programs are developed and implemented in ways consistent with district priorities, research findings, and applicable regulations.
- Implement standard grant administration functions (e.g., submitting grant applications, monitoring and reviewing grant programs, evaluating grant programs).
- Coordinate with the Finance Division the development of procedures to ensure fiscal accountability of all grant funding.
- Design procedures for school site visits to ensure program compliance.
- Provide leadership in the development and implementation of the School Grants Contact program (e.g., conduct training sessions, develop grant writing teams).
- Establish procedures for collaborative work with local groups and agencies to seek state, federal and private grant opportunities.
- Promote equity in grant-supported programs.

PROFESSIONAL VITAE

Grants Awards Secured (Entitlement and Discretionary)

\$76.7 million in grant funding secured districtwide for 2005-06. Grants Administration Annual Summary Report: 2005-06. (E&R Report No. 06.04). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$38.8 million in grant funding secured districtwide for 2004-05. Grants Administration Annual Summary Report: 2004-05. (E&R Report No. 05.29). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$41.5 million in grant funding secured districtwide for 2003-04. Grants Administration Annual Summary Report: 2003-04. (E&R Report No. 04.03). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$43.7 million in grant funding secured districtwide for 2002-03. Grants Administration Annual Summary Report: 2002-03. (E&R Report No. 03.40). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$57.3 million in grant funding secured districtwide for 2001-02. Grants Administration Annual Summary Report: 2001-02 (E&R Report No. 03.37). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$62.9 million in grant funding secured districtwide for 2000-01. Grants Administration Annual Summary Report: 2000-01 (E&R Report No. 03.31). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$60.7 million in grant funding secured districtwide for 1999-00. Grants Administration Annual Summary Report: 1999-00 (E&R Report No. 02.12). Raleigh, NC: Wake County Public School System, Evaluation and Research Department.

\$50.5 million in grant funding secured districtwide for 1998-99. Grants Administration Annual Summary Report: 1998-99 (E&R Report No. 00.14). Raleigh, NC: Wake County Public School System, Evaluation and Research Department

Elizabeth M. Colbert, Ed.D.

(b)(6)

EDUCATION

Columbia University, Teachers College
Ed.D., Educational Administration, May 2001
Dissertation: Collaboration and Adult Learning in a School Culture

University of North Carolina, Chapel Hill
M. Ed., Educational Leadership, May 1994
Certification as Principal, grades K-12

Columbia University, Teachers College
M.A.T., Curriculum and Instruction, May 1991
Certification as Curriculum Specialist

University of North Carolina, Chapel Hill
B. A., Early Childhood Education, May 1986
Certification to teach kindergarten through fourth grade

WORK EXPERIENCE

Senior Director, 2007-present
Office of Continuous Improvement and Professional Development, Raleigh, NC

Adjunct Professor, 2003-present
North Carolina State University, Raleigh, NC

Principal, 2004-2007
Moore Square Museums Magnet Middle School, Raleigh, NC

Principal, 1998-2004
Partnership Elementary School, Raleigh, NC

Assistant Principal, 1995-1998
Wake Forest GT Magnet School, Wake Forest, NC

Supervisor of Student Teachers, 1991
Teachers College, Columbia University, New York City

Teacher, 1987-1995

Cary Elementary School, Cary, NC

Northwoods Elementary School, Cary, NC

Teacher's Assistant, 1986-1987

Northwoods Elementary School, Cary, NC

COMMUNITY ACTIVITIES

UNC School Of Education Alumni Board of Directors, 1995-present

Loaves and Fishes Board of Directors, 2005-present

PRESENTATIONS

Presenter, National Association of Elementary School Principals Conference:
Identifying and Creating Shared Leadership, 2002

Presenter, North Carolina Public Schools Leadership Conference:
Collaboration and Responsible Risk Taking, 2000

Presenter, NAESP Regional Conference for Leadership:
School Reform and Partnership Elementary, 1999

Presenter, AERA Annual Conference:
Public School Response to Chester Finn's Book, We Must Take Charge, 1993

PUBLICATIONS

Not Just Idle Talk, Principal Leadership Magazine, March 2002

Cynthia M. Kennedy

(b)(6)

Objective

To prepare every child with 21st Century Skills by serving as a catalyst for change in teaching, learning, and assessment.

Education

Kent State University, Kent, Ohio

- o Master of Education, Student Personnel Services – 1975

Kent State University, Kent, Ohio

- o Bachelor of Fine Arts, Studio Art - 1971

Continuing Education

University of Denver

- o Strategies to Support Teachers to Effectively Use Technology – 2001

Wake County Public School System

- o Technology Connections Novice Institute – 1998-99

North Carolina State University /Computer Training Unit

- o Adobe Photoshop – Introduction, through Advanced – summer, 1997 and 98
- o Adobe Illustrator – Introduction and Intermediate – summer and fall, 1998
- o Adobe PageMaker – Introduction – summer 1999

Agnes Scott College

- o Advanced Placement Art History – 6/98

Savannah College of Art and Design / Summer Teacher Institutes

- o Painting on Mac's – 6/91 - Painting on the PC – 6/92

Employment

03-00- present

WCPSS – Central Instructional Services

Senior Director, Office of 21st Century Learning - 07-03 - present

WCPSS – Central Office, Technology Services

Senior Administrator, Student Information Systems - 01-02 - 7-03

WCPSS – Central Office, Curriculum and Instruction

Senior Administrator, Instructional Technology - 05-01 – 01-02

Administrator, Instructional Technology – 3-00 – 05-01

1997 – 03/00

Southeast Raleigh High School

Art and Computer Graphics Instructor

Fine and Performing Arts Department Chairperson

- o Original Leadership Team
- o Yearbook Advisor
- o Senior Class Advisor
- o Faculty Representative to the PTSA
- o Teacher of the Year Nominee – 1998

1990 – 1997

Fuquay-Varina High School

Visual Art / Advanced Placement Art History Instructor

Visual and Performing Art Department Chairperson

- o Varsity and Junior Varsity Cheerleading Coach
- o Raychem Teacher of the Year Nominee – 1992

1983 – 1990

North Garner Junior High School

Visual Art Instructor

1982 – 1983

Wake Forest – Rolesville High School / Rolesville Elementary School and Jeffrey's Grove Elementary School

Visual Art Instructor

1974 – 1977

Duff's Business Institute – Pittsburgh, PA

Director of Admissions – 1975 – 1977

Assistant Director of Admissions – 1974 – 1975

Additional professional technology related activities

Throughout my tenure with the WCPSS, I have had the privilege of working on several Central Office Committees. While with Curriculum and Instruction I worked with Project Lighthouse and the proposed Wake Technology Academy. Current initiatives include working with the Technology Services Division in the replacement of computers in schools in order to keep the computer fleet updated, issuing computers and other technology related items that directly impact teaching and learning identified in the school improvement process, and technology related pilot programs that aid in identifying best practices and innovation related to 21st Century teaching and learning.

I was also one of the WCPSS - NC DPI contacts for C & I. Professional responsibilities include the NC Computer Skills Curriculum. A major pilot at the time was the NC-DPI Computer Skills Portfolio Assessment pilot. This pilot examined portfolio assessment as an alternative to the current Tests of Computer Skills, a graduation requirement. I administered several additional pilots including SAS inSchools™.

As a teacher, I served on the Technology Connections Committee that helped develop the *WCPSS Technology Connections Model*. I was appointed to the Wake Education Partnership Teacher Technology Committee beginning in January 2000. Over the years, I planned and implemented many technology related teacher renewal credit classes.

Additional professional activities

While at North Garner, I was elected by the faculty to serve as a mediator for incentive pay disputes presented by Wake County teachers at the county level. I chaired one such dispute, which resulted in a satisfactory outcome for everyone involved. One of my first additional professional activities was serving on the Senate Bill II Steering Committee in the 1980's

Community activities

Political Campaigns

Church capital building campaigns

Church youth group volunteer

North Carolina Museum of Art – Exhibition Committee
Reinstallation of the African, Oceanic, and New World Galleries

(b)(6)

Richard J. Murphy

Objective To enhance the teaching and learning process through instructional leadership and support

Work experience

1970	John W. Ligon High School	Raleigh
Student Teacher		
• Served under Peter Hines Williams		
1971 – 1974	Fred J. Carnegie Junior High School	Raleigh
Teacher		
• Taught physical education and coached three sports		
1974 – 1979	Needham B. Broughton High School	Raleigh
Teacher		
• Taught physical education and coached two sports		
• Served as department chair		
• Served as Athletic Director		
1979 – 1981	Mt. Vernon – Redirection	Raleigh
Site Coordinator		
• Set up the alternative school at the Mt. Vernon campus		
1981 – 1982	Athens Drive High School	Raleigh
Assistant Principal		
1982	Wake County Schools	Raleigh
Human Resources Administrator		
• Responsible for all non-certified staff		
1982 – 1983	East Wake High School	Wendell
Principal		
1983 – 1992	Jesse O. Sanderson High School	Raleigh
Principal		
1992 – 2004	Leesville Road High School	Raleigh
Principal		
2004 – Present	Wake County Public School System	Raleigh
Senior Director for Secondary Programs		
• Responsible for high school and middle school curriculum issues		
• Responsible for high school redesign initiatives		

Education

1970
B.S; Campbell University

1971
MAT; University of North Carolina

Additional Studies:

1969

Hofstra University

1971-1975

University of North Carolina

2004

Harvard University

2006

Beijing Normal University

**Representative
Achievements**

1969	All America Soccer Team
1982-1987	Board of Directors, North Carolina High School Athletic Association
1983-2004	Served as an officer of the Division of Principals
1986	President, North Carolina High School Athletic Association
1992	Opened the first new high school in Wake since 1978
1993	Principal of the Year for the Wake County PTA Council

Tamani R. Anderson Powell

(b)(6)

Highlights of Qualifications

- ✓ *Proficient at working independently or within groups*
- ✓ *Capable of realizing challenging goals and objectives*
- ✓ *Experienced in collaborating with other departments to implement programs*
- ✓ *Strong background in working with students and families of diverse backgrounds*
- ✓ *Effective in varied situations*
- ✓ *Resourceful, Committed, Energetic*

Current Professional Duties

Director, Marketing and Communication, Magnet Programs, Wake County Public School System

- Create materials for system and community presentations (video, commercials, PSAs, PowerPoints, brochures, fliers, etc.)
- Identify and initiate contact with local businesses and community agencies to develop relationships for marketing magnets
- Collaborate with the Communications Department to market magnet schools and ensure adherence to system communication standards
- Work with the Department of Growth Management to identify magnet schools' marketing needs
- Facilitate the creation of individual marketing plans with school-based marketing committees
- Coordinate development of the year-round and modified calendars
- Coordinate curriculum development and staff development for the Intersession Magnet Program
- Research and implement new marketing and recruitment efforts and venues
- Co-conduct magnet seminars for administrators and teachers
- Work with human resources to market magnet schools to prospective teachers and support new teachers in magnets
- Serve as the magnet department's liaison to other departments as assigned (Human Resources, Communications, Transportation)
- Conduct community information sessions
- Serve as department liaison to the grant writer
- Schedule and host out-of-district visitors touring magnet schools

Professional Experience

- August 1998 - present **Wake County Public School System, Raleigh, NC**
Senior Administrator, Director
Magnet Programs
- August 1996 – August 1998 **Wake County Public School System, Raleigh, NC**
Assistant Principal
East Wake Middle School
- February 1993 – August 1996 **Wake County Public School System, Raleigh, NC**
Middle Grades Educator, Sixth Grade Social Studies
Daniels Middle School
Tenured – June 1995
- February 1987 – February 1993 **Franklin County Schools, Louisburg, NC**
Middle Grades Educator
Math, Language Arts, Social Studies
Tenured – June 1990

Education

- North Carolina Central University, Durham, NC
Master of Arts in Educational Administration
May 1996
- Meredith College, Raleigh, NC
Bachelor of Arts in Sociology
May 1986
North Carolina Teaching Certificate
December 1986
Middle Grades – Social Studies, Math, Language Arts

Areas of Knowledge

Marketing, Customer Service, Poverty Training, Diversity Training, Teacher Performance Appraisal Instrument, Site-Based Management, Conflict Resolution and Peer Mediation, 4MAT (Learning Styles), Multicultural Education, School Based Assistance Team, Effective Teaching, Multiple Intelligences, Cooperative Discipline, Inquiry, Microsoft Office Suite (Word, Access, Excel, PowerPoint), Crisis Intervention and Prevention, Cooperative Teaching, At Risk Students, Closing the Achievement Gap, Implementing Magnet Programs, Integrating Technology in the Curriculum, Using Quality Tools, Covey

Prior Leadership Experience

2003-2004	Member, Magnet Advisory Team
2001-2003	Member, Diversity Conference Strategic Planning Team
1997-1998	Member, Special Education Principal's Advisory Team
1995-1996	Co-Chair, School Improvement Team Daniels Middle School
1994-1996	Recorder, Faculty Advisor Council Daniels Middle School
1994-1996	Chair, African American History Month Celebration Daniels Middle School
1990-1993	Chair, School Based Assistance Teams Franklin County Schools
1990	Chair, Faculty Advisory Council Louisburg Elementary School

Professional Activities

- February 2000 - Presenter: National Year-Round Association Conference
"Community-Based Accelerated Learning Centers (CBALC)"
San Diego, California
- May 2000 – Presenter: National Magnet Schools of America Conference
"Community-Based Accelerated Learning Centers (CBALC)"
Tucson, Arizona
- April 2003 – Presenter: National Magnet Schools of America Conference
"Unlocking Untapped Resources"
Long Beach, California
- 2001, 2004 – Grant Writer on Department of Education Magnet Schools Assistance Program (MSAP)
- 2002, 2003 – Presenter: Wake County Public School System's Diversity Conference

Affiliations

- Delta Sigma Theta Sorority, Inc.
- Junior League of Raleigh, Inc.
- Meredith College African American Alumnae Chapter
- Raleigh/Wake Pan Hellenic Council, National Pan Hellenic Council

References

Caroline Massengill, Special Assistant
Year-Round Education
Wake County Public School Systems
3600 Wake Forest Rd.
Raleigh, NC 27609
919.850.1859

John Wall, Principal
North Garner Magnet Middle School
720 Powell Dr.
Garner, NC 27529
919.662.2434

Jeff Nash, Senior Administrator
Customer Service Center
3600 Wake Forest Rd.
Raleigh, NC 27609
919.850.1630

Cathay Smith, (b)(6)
(b)(6)

Jacqueline Boyd Ellis

(b)(6)

EDUCATION

University of North Carolina at Chapel Hill
North Carolina Principal Fellow
Master of School Administration
May 2000

East Carolina University, Greenville
North Carolina Teaching Fellow
B.S., Middle Grades Education
May 1993

WORK HISTORY

7/2003-present Principal, Grey Culbreth Middle School, Chapel Hill-Carrboro Schools
Decreased teacher turnover rate from approximately 40% to less than 10%, Highest Working Condition Survey results of all middle schools, Increased parent involvement and community volunteerism, Required all borderline and non-proficient students to take a Math Boost class, Enrolled all 7th grade students into Pre-Algebra, Increased enrollment in 8th grade Algebra by 30%, Created a master schedule to provide extra academic time and support during the instructional day (Unlimited Success with 100% staff participation), Increased enrollment into AVID classes by 50%, Established Professional Learning Communities, Received highest rating for cleanliness of school from the district supervisor, Serve as a mentor for novice principals, Serve as a facilitator of district's Rally for Equity and Excellence, Reduced discipline referrals to lowest and most equitable distribution of all middle schools in the district, Saved the district approximately \$36,000 by monitoring budget spending, reducing electrical usage, and decreasing teacher absences.

2/2000-6/2003 Assistant Principal, Riverside High School Durham Public Schools
Shared in all responsibilities for curriculum and instruction and organizational management and implementation, Served as administrator for students whose last names began with alphabet F-L, Facilitated the recruitment, selection, and evaluation of all new teachers, and teacher action plans. Supervised numerous departments: Mathematics, Career & Technical, Engineering Center, ROTC, and clerical and classified staff, Facilitated the SACS accreditation team, Served as Mentor and Volunteer Coordinator, SGA liaison to the PTSA, and coordinated new student orientation, parent orientation, and new teacher orientation.

1999-2/2000 Principal Intern, East Chapel Hill High School, Chapel Hill-Carrboro
Supervised, implemented, and managed PREP [Program to Reach Excellent Performance] Academy, which resembled a traditional School Within a School (SWS) model. It was an academy housed at the high school for non-proficient eighth grade students, Responsible for much of the hiring, planning, organization, curriculum development, and successful implementation of the middle school program in a high school setting. Presented at the Minority Achievement Network (MSAN) Convention and during the SACS accreditation review, Served as administrator for the regular high school students whose last names began with alphabet I-L, served as testing coordinator, was a member of the Student Intervention Team(SIT), served as co-advisor to FAME [Future Advancement of Minority Education], performed teacher

observations, and handled locker assignments.

Teaching Experience

Summer 1999	Chapel Hill-Carrboro School System <i>Guy B. Phillips Middle School</i> <i>Summer School Math Teacher,</i>
1995-1998	Guilford County School System <i>Mendenhall Middle School (1996-1998)</i> <i>Seventh Grade Teacher Math and Pre-algebra</i>
	McLeansville Middle School (1995-1996) <i>Seventh Grade Pre-algebra Teacher</i>
1993-1995	Pitt County School System <i>Seventh Grade Teacher, E.B. Aycock Middle</i>

P R O F E S S I O N A L A N D L E A D E R S H I P A C T I V I T I E S

Minority Student Achievement Network	NC Teaching Fellow Committee
Triangle Leadership Academy	Beyond Diversity Training: Equity
PEP: Principals as Technology Leaders	District Equity Leadership Team
Teacher of the Year Committee	Collaborative Action Research for Equity
CHCCS Minority Education Summit	PAR (Peer Assistance Review) Team
High Five Coaching Academy: PLC	SAIL Training
Facilitative Leadership	Facilitator for SACS
Working on the Work	SECL Board of Director

A W A R D S R E C E I V E D

- ◆ Principal of the Year, Chapel Hill-Carrboro City Schools, 2004-2005
- ◆ Principal of the Year, Finalist, Chapel Hill-Carrboro City Schools, 2003-04
- ◆ NC Principal Fellow Scholarship, 1998
- ◆ Teacher of the Year, Mendenhall Middle School, 1997-98
- ◆ Teacher Excellence Award, Nominee, Mendenhall Middle, 1996-97
- ◆ North Carolina Teaching Fellow Scholarship, 1987

Margaret Churn Henderson

(b)(6)

Education

Meredith College

Master of Education -K-12 Reading and
Early Childhood Education

UNC - Chapel Hill

Bachelor of Arts in Education - Early Childhood

Educational Experience

Magnet Programs Department - Director of Theme and Curriculum Development

Wake County Public School System
2004 - Present

Magnet Programs Department - Sr. Administrator, Curriculum Development

Wake County Public School System
1998-2004

Hunter and Underwood GT Magnet Elementary Schools

Instructional Resource Teacher (IRT)
1995-1998

Hunter GT Magnet Elementary School

Multi-age Teacher - Grades two and three
1993-1995

Teacher - Grade one

1990-1993

Washington GT Magnet Elementary School

Teacher - Grade two
1982-1990

Zebulon Elementary School

Teacher - Grades two/three
1981-1982

Swift Creek Elementary School

Teacher - Grades two/three
1980-1981

Professional Experience (Selected)

Board Member, *Magnet Schools of America*

National Conference Chairperson, 2004 *Magnet Schools of America* National Conference

Supervisor, 38 WCPSS Magnet Program Coordinators - 2003 - present

Planner/Coordinator of four WCPSS Magnet Principal Professional Development Retreat Seminars since 1998

Co-Writer of three federal Magnet Schools Assistance Program (MSAP) grants

Supervisor of curriculum development for magnet programs since 1998

Creator/Presenter, "*Magnet 101 - Magnet Schools in Wake County Public School System*" informational power point

Presenter, *Magnet Schools of America* Conference, Tucson - 2000

Attendee, ASCD Conferences - 1999, 2005

Attendee, *Magnet Schools of America* Annual National Conferences 1999 - 2006

Attendee, *Magnet Schools of America* Annual Legislative Conferences 2000 - 2006

Presenter, National Year Round Conference - 1999

Planning Committee, Wake Early College - 2005, 2006

International Baccalaureate Training - 1999

Budget Manager Training - 2005

David Langford training - 2004

Tasha Haynes Cárdenas

(b)(6)

Education

- Columbia University**, Teachers College, New York, NY 1998
MA International Education Development (*Language & Literacy*)
Kappa Delta Pi, *International Honor Society in Education*
- Bryn Mawr College**, Bryn Mawr, PA 1994
BA Psychology

Employment History in Education

- Sr. Administrator, Magnet Programs** 2004 – Present
Wake County Public School System, Raleigh, NC
- Provide support for the grant teams at the MSAP project schools
 - Coordinate the grant writing for the MSAP project design
 - Design and implement strategies to recruit students to magnet schools
 - Create and disseminate recruitment magnet program promotional materials
 - Present magnet program information to civic groups and community organizations
 - Collaborate with local media to advertise magnet school events and magnet application acceptance period
- Administrator, Magnet Programs** 1998-2004
Wake County Public School System, Raleigh, NC
- Design and implement strategies to recruit students and inform families about 50 magnet schools
 - Educate families about the history of magnet schools in Wake County
 - Organize student recruitment events for all magnet schools
 - Create and disseminate magnet program promotional materials
 - Present magnet program information to civic groups and community organizations
 - Collaborate with local media to advertise magnet school events and magnet application acceptance period
- Instructor, English-as-a-Second Language** 1998-2000
Wake Technical Community College, Raleigh, NC
- Taught English to international, multilingual adult students
 - Designed student-centered lessons
 - Educated students about community resources and organizations
- Research Associate, International Business Machines (IBM)** 1998
T.J. Watson International Research Center, Poughkeepsie, NY
- Helped develop a beginning reader software program, "Watch Me Read"
 - Traveled nationwide to collect representations of the English phonemes for the speech recognition software program
 - Piloted the software program at Will Rogers Magnet Elementary School in Houston, Texas

Assistant Instructor, English as a Second Language 1997-98
Eugenio Maria de Hostos Community College, Bronx, NY
 • Assisted in teaching English to adults in a language immersion program
 • Prepared Hispanic/Latino adults for entry into a four-year bilingual (Spanish/English) college program at City University of New York (CUNY)

Secretary, Magnet Programs Department 1996-97
Wake County Public School System, Raleigh, NC
 • Educated families about WCPSS magnet programs and the application process
 • Organized magnet program publications and information sessions

Professional & Leadership Activities

Evaluator, Magnet Schools of America 23rd National Conference 07/2005
 Speakers Bureau, Vision 20/20 Budget & Growth Presentation 04/2005
 Coordinator, School Visits (Piet van Lier) 10/2004
 Evaluator, Magnet Schools of America 22nd National Conference 10/2004
 Member, Magnet Schools of America National Conference Committee 2003-04
 Writer/School Coordinator, Magnet Schools Assistance Program Grant 2003-04
 Coordinator/Presenter, "New-to-Magnet" Principal Workshop 2002-Present
 Coordinator, Magnet School Evening Information Sessions 2001-Present
 Writer/School Coordinator, Magnet Schools Assistance Program Grant 2000-01
 Writer/Publisher, "Magnet Matters" Department Newsletter 1999-Present
 Coordinator, WCPSS Magnet Schools Fair 1999-Present
 Coordinator, Magnet Parent Resource Committee 1999-Present

Professional Skills

Grant Writing
 Professional Grant Proposal Writing Workshop, Duke University 2004

Spanish Language
 Spanish Courses, Wake Technical Community College 1995-97
 Spanish Tutorial 2001-02

Presentations

Anderson, T., Haynes Cárdenas, T. (2003, April). National Magnet Schools of America Conference. "Unlocking Untapped Resources", Long Beach, CA

Anderson, T., Haynes Cárdenas, T., Henderson, M., Massengill, C., Smith, C., (2002, August). WCPSS Continuous Improvement Conference, "Altogether Now: How Magnet Schools Fuel Success in a Large District", Raleigh, NC

Haynes Cárdenas, T., (2001, April). National Magnet Schools of America Conference. "Partnerships that Promote Magnet Schools", St. Louis, MO

Anderson, T., Haynes Cárdenas, T., Henderson, M., Smith, C., (2000, May). National Magnet Schools of America Conference, "Year-Round Community-Based Accelerated Learning Centers: An Intersession Model", Tucson, AZ

Anderson, T., Haynes Cárdenas, T., Henderson, M., Smith, C., (2000, February). National Year-Round Association Conference, "Year-Round Community-Based Accelerated Learning Centers: An Intersession Model", San Diego, CA

Professional & Community Affiliations

Community for Understanding Race and Ethnicity (CURE)	2000-Present
North Carolina Society of Hispanic Professionals (NCSHP)	1999-Present
Teachers of English to Students of Other Languages (TESOL)	1998-Present

ELIZABETH ANNE GRIMES DROESSLER

(b)(6)

PROFESSIONAL EXPERIENCE:

1985-Current - Senior Administrator for Arts Education
Wake County Public School System (WCPSS)
1990-1991 – Program Specialist for Staff Development (WCPSS)
2004-Current - Meredith College Adjunct Faculty –Arts in the Classroom
1982-Current Technical Director
African-American Dance Ensemble (AADE)
1982-1985 - Dance/Technical Theatre Teacher - WCPSS

CURRENT DUTIES:

Supervision of Dance, Theatre, Music, Visual Arts Personnel
Supervision of Technical Theatre Personnel
Curriculum Development - Arts Education
Staff Development Specialist - Myers-Briggs Type Indicator,
Teacher Expectation Student Achievement (T.E.S.A.),
Learning Channels, Effective Communication, Equity/Diversity
Design and Execution - Lights, Sound, Scenery, Stage Management
Budget Management
Governor's School Auditions
Pieces of Gold – Production/Technical Direction, Stage Management

RELATED EXPERIENCE:

Strategic Planning and Performance Assessment Facilitator
Arts Access, Raleigh Ensemble Players, Arts NC, Triangle Network
of Theatres, Meredith College Dance/Theatre Department
Staff Development Workshops - Myers-Briggs Type Indicator
Hickory City Schools, African-American Dance Ensemble
Professional Competency Standards Development (Dance) - NCDPI
Chapter II - Federal Assistance Grant - Coordinator
Technical Theatre Workshops - WCPSS
Artistic Director - WindSong Dance Ministry - Crossroads Fellowship
Lighting Design for Pearl Primus, Caribbean Choreographer,
at The Kennedy Center
Lighting Design for Donald McKayle, Broadway Choreographer
at the American Dance Festival
Lighting/Scenic/Sound Design for all premiere works - AADE
Lighting/Scenic/Sound Design for Raleigh Little Theatre

EDUCATION:

B.S. - Dance Education - Level A Certification K-12 - UNC-G
M.Ed. - Theatre Arts - Level G Certification K-12 - UNC-G
Supervision Certification - Level SG - NCSU

PROFESSIONAL ASSOCIATION:

Association for Supervision and Curriculum Development
City of Raleigh – Arts Commission Member, Chair of Planning Committee
United Arts Council of Raleigh/Wake County – Current Board Member
Arts Access – Former Treasurer, Former President, Former Board

Member

Even Exchange Dance Theatre – Former President

Raleigh Little Theatre – Former Board Member

AWARDS: YWCA Academy of Women 2003 – Arts and Entertainment
NCAAPHERD – Dance Administrator of the Year 2001-02
City of Raleigh – Medal of Arts Award 1995

REFERENCES: Available upon request

Kirsten B. Justice

(b)(6)

Education

- 1985 Certificate in French Language, Sorbonne, University of Paris, Paris, France
- 1987 B.A., English, Carleton College, Northfield, Minnesota
- 1988 The Goodman School, DePaul University, Chicago, Illinois
- 1997 Teaching Certificate, Elizabeth City State University, North Carolina

Professional Experience

2006 to present

Senior Administrator of International Baccalaureate Programmes for Wake County Public Schools

- Implement successful IB authorization, and evaluation status for nine IB schools
- Promote the mission of Wake County Magnet Programs in all communication
- Liaise between WCPSS Magnet Office, IBNA and on-site administration of nine Wake County IB magnet schools
- Translate IB content and pedagogy into digestible language
- Coach new and continuing IB coordinators and IB schools faculty in IB pedagogy and best practice
- Lead by example in the pursuit of lifelong learning
- Facilitate high quality IB professional development

2004 to 2006

IB Middle Years Programme Coordinator, Broughton Magnet High School

- Model excellence in customer service in phone and face-to-face communication with students, parents, teachers, and administrators
- Coordinate mandatory MYP monitoring in all subject areas
- Develop and promote MYP team leaders within the faculty
- Organize and implement national model for the 10th grade IB Personal Project
- Train faculty of 180 in criterion-referenced assessment strategies

- Produce the Broughton High School Magnet Open Houses

**2001 - 2005 Language A and Theatre Arts Teacher,
Broughton Magnet High School, Raleigh, NC**

- Write IB MYP drama curriculum and implementation of it on five levels
- Implement the IB Diploma Drama (SL and HL)
- Co-Direct the IB transdisciplinary production of Lorca's *Blood Wedding*
- Train new teachers in the Inquiry Method during New Teacher Orientation

**1998 - 2001 English Teacher
Manteo High School, Manteo, NC**

- Challenged all students with high academic standards in English and Drama
- Employed active listening skills with students, colleagues, and parents to improve communication
- Established new drama program; directed three main stage productions

**1996 -1997 English Teacher
Gates County High School, Gatesville, NC**

- Employed strategies to promote writing as process in all class.
- Used research-driven techniques to help students pass ninth grade language arts competency

**1989 - 1995 Assistant to the Executive Director, Outer Banks Hotline,
Inc. Crisis Intervention Center, Manteo, NC**

- Produced annual forty-hour training program for crisis line volunteers
- Conduct monthly in-service training for Hotline volunteer pool
- Researched and wrote volunteers' procedural manuals, annual reports

ROBERT T. REGAN

(b)(6)

(b)(6)

EDUCATION

Ph.D., Public Policy, George Washington University, 2002
Concentration: Labor Market Policy
Dissertation: Ideology and Social Welfare Policies in U.S. States

M.S., Industrial Relations, University of Wisconsin-Madison, 1989

B.A., Independent Major in Political Economy, Boston University, 1985

PROFESSIONAL EXPERIENCE

Senior Administrator, Magnet Programs Department
Wake County Public School System, Raleigh, NC, October 2004-present
Responsibilities include conducting research and data analysis to support the district's 36 magnet schools (e.g., application trends, student enrollment demographics, and student achievement results); evaluating performance of schools receiving federal grants; and making presentations to various audiences regarding the role and impact of magnet schools in the district.

Senior Administrator, Evaluation and Research Department
Wake County Public School System, Raleigh, NC, Feb. 2001-Oct. 2004
Responsibilities included writing annual reports on student achievement in the district (e.g., end-of-grade and end-of-course test results, SAT and Advanced Placement test results); providing data analysis support to schools; and assisting schools implement Project Achieve, an initiative designed to boost achievement among elementary and middle school students.

Instructor, Department of Continuing Education
Wake Tech Community College, Raleigh, NC, Jan. 2002-present
Teach English as a Second Language on part-time basis.

PRESENTATIONS

"Managing and Using Data for Magnet Programs." Presented at the Magnet Schools of America Technical Assistance Conference, Arlington, VA, October 2005

"Academic Performance of Academically Gifted Students in Wake County Schools." Presented to AG Program Coordinators and Teachers, Wake County Public School System, Raleigh, NC, September 2005

“The Academic Benefits of Balanced Schools: A Comparison of Wake County with Other Large North Carolina School Districts.” Presented to Magnet School Principals, Wake County Public School System, Raleigh, NC, August, 2005

“The Role and Impact of Magnet Schools in the Wake County Public School System.” Presented to the Wake County Board of Education, Raleigh, NC, June, 2005

“Socio-economic Composition of Schools and Academic Performance in Large North Carolina School Districts.” Presented at the North Carolina Association for Education Research, Chapel-Hill, NC, May 2005

FELLOWSHIPS AND TRAINING

Institute of Evaluation and Policy Analysis, “Evaluation of Education Programs,” Wilmington, NC, August, 2005

National Center for Education Statistics (NCES) Fellowship, Washington, DC, Oct. 2003

Japanese Department of Education, Research Fellowship, Tokyo, Japan, Sept. 1997~April 1999. Conducted research on Japanese employment and training policies.

Kimberly Yaman

(b)(6)

PROFESSIONAL EXPERIENCE

Marketing and Membership Coordinator (*January 2006-present*)

Galaxy Cinema • Cary NC 27511 • Phone 919.463-9959

- Manage a marketing & membership staff of three in graphic design, advertising sales, promotion/publicity, customer service/membership services.
- Started a concierge position to enhance customer relations at this locally owned/operated movie theater that offers international, documentary, and independent films.
- Initiated merchandising program offering cinema-branded and film-related merchandise.
- Increased number of cinema memberships by 400% in nine months.
- Increased internal ad-space revenues by 30% since June 2006.
- Established art gallery in theater lobby to showcase local artists and create a community space.
- Initiated a successful children's summer movie series.
- Developed a "charity night" program to partner with local nonprofit organizations.
- Currently pulling together the Triangle's first Spanish-language cinema.

Evaluation Writer/Publication Specialist (*August 2000-present*)

Wake County Public Schools System • Raleigh NC 27611 • Phone 919.713.0661

- Analyze qualitative data and write publications/Web content on topics ranging from remediation strategies to achievement gaps to programs for at-risk students.
- Coordinate development of large grant projects, including a \$10 million grant with multiple project teams, school and district leaders, and government representatives and community leaders.
- Edit scholarly publications for a wide range of audiences, from statisticians and education professionals to parents and students.
- Oversee production processes for department publications.
- Develop and implement division publication and graphic standards.
- Train staff of 35 in quality-improvement tools and strategies.

Assistant Editor (*July 1995-October 1999*)

NC State University • Raleigh NC 27695 • Phone 919.515.3375

- Served as assistant editor of award-winning alumni magazine, with the responsibility for writing and editing key sections of the magazine.
- Contracted/coordinated photographers, freelance writers, printers and other vendors.
- Edited and managed publication of more than 10 newsletters for constituent organizations. Assisted in special-events programming, public and media relations, and project planning.
- Served on NC State University Diversity Task Force and Diversity Council, the university's diversity initiative media work team, and NC State Human Rights Committee.
- Worked closely with the Director of University Improvement in aligning key institutional systems with the new diversity and quality-management initiatives.

Assistant Editor (*July 1993-July 1995*)

University of Iowa • Iowa City IA 52242 • Phone 319.335.3284

Assistant Director of Alumni and Development (*October 1988-June 1990*)

Scattergood Friends School • West Branch IA 52236

Assistant Editor (*February 1984-August 1988*)

University of Minnesota • Minneapolis MN 55455

EDUCATION AND AWARDS

B.A. in English, August 1996, University of Iowa. Emphasis in nonfiction writing, critical theory, comparative literature, and African-American studies. Extensive graduate coursework in nonfiction writing, critical theory.

2006 AERA Division H Award for education agency Web site.

2003 AERA Division H Public Policy Honorable Mention for a report on closing the achievement gap between minority and nonminority students in public schools.

1999 APEX Grand National Award for Writing for a magazine feature story on Gen. Henry Hugh Shelton, chair of the U.S. Joint Chiefs of Staff.

**OTHER
EXPERIENCE**

Specialized Training:

- Langford Institute Quality-Improvement Processes
- Baldrige Planning for Performance Excellence
- National Quality Education Conference
- Total Quality Management
- Diversity training
- Cross-Cultural Communication

Languages:

- English (native)
- Spanish (conversant)
- Turkish (conversant)
- Farsi/Persian (novice)
- Bosnian/Croatian/Serbian (novice)

Team in Training/The Leukemia & Lymphoma Society

- Serve as marathon walking coach for Team in Training, the nation's largest endurance-training program, which trains endurance athletes who raise funds to benefit The Leukemia & Lymphoma Society.
- Work with more than 300 athletes a year to help them meet training and fundraising goals over a five-month training season.
- Develop fund-raising opportunities and manage events for participants and volunteers.
- Serve as a public speaker for the society and its Team in Training program.

Community Issues Allocation Team, Triangle United Way

- Worked closely with a diverse, community-based team to develop strategic implementation guidelines for the United Way's transition to a community-based funds allocation system.

NC State University Human Rights Committee

- Served as 1999-2000 committee chair and as committee member from 1998 to 2001 for this committee, which organizes the university's annual Human Rights Week, comprising more than 25 individual events, discussions, and forums.

Founding Member, NC State University Diversity Council

- Served as a founding member of the task force and council charged with planning and implementing the university's diversity initiative.

Founding Member, NC State University Diversity Media Team

- Worked with communications and marketing professional charged with publicizing and providing information resources on the university's diversity initiative.

Michael Holton

(b)(6)

Education: University of North Carolina at Chapel Hill
Masters in School Administration: May 1997
GPA 4.0
Honors: NC Principal Fellow

East Carolina University
BS degree in Education
GPA 3.8
Honors: Gamma Beta Phi National Honor Fraternity

Experience: Principal: Garner Magnet High School, Wake County Public Schools, 2006-Present

- 2100 Students
- International Baccalaureate Diploma and Middle Years Program Magnet School

Principal: East Garner Magnet Middle School, Wake County Public Schools, 2003-2006

- Transitioning East Garner into an International Baccalaureate Middle Years Program due to the school being designated as a Magnet School in 2003
- Hired 85% of the staff during transition from traditional to IB Magnet
- Chair the school Leadership Team
- Promote the school as an IB Magnet in the community and recruit teachers and students to support the goals of the Wake County Board of Education "Healthy Schools Policy"
- Received IB training and planned the allocation of school funds to train the staff
- Develop school budget in conjunction with the Leadership Team
- Evaluate teachers and staff
- Supervise and support 960 students and 135 employees

Assistant Principal: Enloe High School, Wake County Public Schools, 2000-2003

- Evaluate Teachers
- 9th, 10th and 11th grade discipline (one grade level per year)
- Transportation
- Scheduling
- Administrator for Science and Health and PE departments
- Athletics
- Creation of all extra duty positions and rosters for coverage of events
- Hired all teachers for the Science and PE departments
- Recruitment of teachers through job fairs and out of state college recruiting trips
- Served as liaison for PTSA and Athletic Boosters Club
- Payroll for extra duty positions and coaches

Assistant Principal: Red Oak Middle School, Nash-Rocky Mt. Schools, 1997-2000

- Evaluation of teachers and staff members
- Assisted in hiring teachers
- 6th grade discipline
- Transportation
- Developed discipline committee and procedures for discipline (new school)
- Served on redistricting committee for student re-assignment

Teacher: Northern Nash High School, Nash-Rocky Mt. Schools, 1993-1997

- Planned and facilitated instruction for Biology in grades 10, 11 and 12
- Coached Baseball, Football and Basketball for 7 seasons

Teacher: W.L. Green Middle School, Nash-Rocky Mt. Schools, 1990-1993

- Planned and facilitated instruction for Science and Health/Physical Education classes for 6th and 7th grade students

Relevant Experience:

- Facilitative Leadership Training
- IB Training for Heads of Schools in Ottawa, Canada
- Quality Tools Training
- AVID Training
- Extensive Data Analysis Training for School Administrators
- Recipient of Project Quest Grant for East Garner, North Garner and Garner High for \$1.3 million to promote the advancement of underachieving students in honors courses
- Created a "Flexible Schedule" to increase teacher planning time and create common team and grade level planning
- Created Professional Learning Communities to promote professionalism and data driven instruction
- Created a "Walk Through Process" to gather instructional practices data to guide staff development
- Recipient of Wachovia Grant to promote and foster the development of "Shared Leadership"

References available upon request

(b)(6)

BEULAH CREWS WRIGHT

(b)(6)

CAREER OBJECTIVE: To continue my professional career as a high school principal

EDUCATION: UNC-Wilmington, Wilmington, NC, January, 1985-May, 1988,
M.Ed., Educational Administration and Supervision, May, 1988

Shaw University, Raleigh, NC, August, 1971-May, 1975, B.S., May, 1975,
Major: Mathematics; Minor: Chemistry

CERTIFICATION: North Carolina Certificate

00012 School Administrator-Principal, class P
00113 Curriculum Instructional Specialist, class SG
00008 Mentor, class A
00200 Secondary Mathematics, class A
18330 Endorsement-Chemistry, class A

WORK EXPERIENCE: 2005-present Principal, Southeast Raleigh Magnet High School, Raleigh NC: *Center for Leadership and Technology*; American Design Studio School; North Carolina School of Distinction.

2000-2005 Principal, Wakefield Middle School, Raleigh NC: Opened as a new school in 2000; Successfully established instructional, operational and leadership structures including student, staff, and parent organizations; North Carolina School of Excellence for four consecutive years; Made AYP for two consecutive years.

1992-2000: Assistant Principal, Jesse O. Sanderson High School, Raleigh, NC
Responsibilities: student and staff supervision, discipline, teacher evaluation, interviewing and selection of prospective teacher candidates, student activities, parent boosters, scheduling, budget manager; **Assistant Principal for Curriculum and Instruction, 1993-97.**

1984-1992: Assistant Principal, Pender High School, Burgaw, NC
Responsibilities: curriculum and instruction, scheduling, student and staff supervision, discipline, teacher evaluation, interviewing and selection of prospective teacher candidates, staff development, SIMS, summer school administration, textbooks

1976-1984: Mathematics Teacher, Pender High School, Burgaw, NC
Responsibilities: teaching all areas of mathematics, department chairperson, math club sponsor

ORGANIZATIONS: Phi Delta Kappa
Wake County Division of Principals/Assistant Principals
North Carolina Council of Teachers of Mathematics

HONORS: WCPSS Assistant Principal of the Year, 1997
Academic Award, Assistant Principal's Executive Program, 1993
Pender High School Teacher of the Year, 1982-83

REFERENCES: Available upon request

(b)(6)

Cathy S. Williams

EXPERIENCE

August 2006 – present **Principal** **East Garner Magnet Middle School**
Responsibilities include:

- Developing and implementing a vision for the East Garner Magnet Middle School
- Collaborating with the Magnet Office personnel to manage current magnet offerings, develop new magnet courses and resolve related issues that might arise
- Working with all teachers on curricular issues and student achievement issues
- Developing a master schedule
- Leading the International Baccalaureate authorization process
- Managing the facility, budget, and all other functions that contribute to the smooth operation of the school
- Developing positive relationships with parents, community members, staff which promote the well-being of the school

June 2005 – July 2006 **Assistant Principal** **William G. Enloe High School**
Responsibilities include:

- Working with all teachers on curricular issues and student achievement issues
- Facilitating communication between teachers, teacher and students, and teachers and parents as the need arises
- Developing the master schedule and overseeing registration of students
- Coordinating recruiting meetings at middle schools
- Coordinating Advanced Placement testing, teacher training, and audits
- Attending API meetings and attending to all issues and matters that may arise
- Leading new initiatives such as graduation projects, vertical teaming, and collaborative teaching
- Coordinating new teacher orientation and the teacher-mentor program
- Observing teachers, approving Professional Growth Plans, and handling licensure issues
- Representing administration on the IB Parent Support Group
- Facilitating school-wide professional development
- Representing administration at English, Science and Student Services department meetings

May 2002 – June 2005 **Assistant Principal** **Ligon GT Magnet Middle School**
Responsibilities include:

- Hiring new staff, coordinating new teacher orientation and the teacher-mentor program
- Observing teachers, approving Professional Growth Plans, and handling licensure and AG certification issues
- Representing administration on the Ligon Arts Boosters and the Business Alliance
- Coordinating construction projects and building/facilities issues
- Facilitating school-wide professional development
- Leading grade level meetings; handling student discipline
- Representing administration at several department meetings – Science, Social Studies, and Student Services

In addition, I was named Interim Principal in May 2005 between the tenure of Beth Cochran and Scott Lyons and oversaw end-of-year testing and the daily operations of the school.

July 1999 to May 2002 **School-to-Career Coordinator** **Wake County Public School System**
Responsibilities include:

- Organizing countywide workshops and professional development activities
- Managing the School-to-Career budget
- Working with principals, teachers, and central office staff to promote STC activities

July 1996 to June 1999 **Career Development Coordinator** **Apex High School**
September 1992 to June 1996 **Marketing Education Teacher** **Apex High School**
September 1990 to June 1992 **Marketing Education Teacher** **Enloe High School**

EDUCATION

Currently enrolled in WCPSS Cohort Program	Ed.D. – Educational Administration and Supervision	NC State University Raleigh, North Carolina
2002	Master of School Administration Licensure 012	NC State University Raleigh, North Carolina
1990	Teaching Certification Marketing Education	NC State University Raleigh, North Carolina
1976	Master of Science Industrial Relations	Loyola University Chicago, Illinois
1971	Bachelor of Arts Sociology	North Park College Chicago, Illinois

OTHER RELATED EXPERIENCE

Professional Development Activities

- Leadership Program for Assistant Principals (2004) – Principal’s Executive Program
 - Received Academic Excellence Award

- Wake Leadership Academy
 - DuFour Conference (2005)
 - Advancing Literacy in the Middle Grades – Researched Best Practices (2004)
 - Continuous Improvement Conference (2005, 2004, 2003, 2002)
 - New Assistant Principal Induction Program (2003)
 - Conflict Resolution for Leaders (2003)
 - Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (2003)
 - Langford Quality Learning Seminar (2002)

Committee Memberships

- EastGarner Magnet Middle School PTA
- Garner Educational Foundation
- WCPSS - Division of Principals and Assistant Principals
- North Carolina National Education Association

Curriculum Writer (North Carolina Department of Public Instruction)

Test Bank Writer (North Carolina Department of Public Instruction)

Publications

- Marketing Foundations and Functions (1994), Southwestern Publishing Company, (Contributor)
- Marketing Foundations and Functions Workbook (1994), Southwestern Publishing Company, (Co-author)

Joan Brannon

(b)(6)

Work Phone (919) 856-2846

OBJECTIVE: To support the grant and its implementation at Southeast Raleigh High School

QUALIFICATIONS

- Direct the technology program at SRHS '98-present
- Manage a team of six people to provide quality service for our customers/stakeholders
- Developed and implemented effective Acceptable Use Policy for students and staff
- Led initiative for Baldrige-based 2000-2003 school improvement plan
- Use quality principles and practices in my classroom
- Practice decision making based on Baldrige criteria and Covey training
- Plan and deliver quality staff development in the administrative and instructional uses of technology
- Implemented and managed project that offered WTCC technical courses at SRHS for our students
- Implemented and managed project that offered online technical courses at SRHS

EDUCATION

1968: AB History, Duke University

1973: M. ED, University of North Carolina at Greensboro

EMPLOYMENT

1969-1971 *Teacher of English as Foreign Language, Peace Corps, Afghanistan*

Learned to be highly adaptable, sensitive to cultural differences.

1971-1972 *Self-contained 5th grade teacher, Sweet Gum Elementary, Caswell County Public Schools*

Lacking any preparation for teaching other than Peace Corps training, I spent the year in survival mode

1973-1974 *Librarian, Eastern Alamance High School, Mebane, NC*

Most significant achievement was to accomplish the consolidation and cataloging of 'department-owned' print and non-print resources into the library, despite long-standing traditions of departmental ownership.

1974-1977 *Media specialist, Poe Elementary School, Raleigh, NC*
Developed a program to delight and engage elementary students in the joy of the written word through regular story hours and multi-media presentations.

1987-1992 *Teacher (video, animation, photography) Poe International Technology Magnet School, WCPSS*
Turned a peripheral program into a showcase through personal vision and persistence. Under my leadership, the program was noted throughout the area and the state for the students' daily news broadcast, their use of digital editing and digital animation years before these became standard in local high schools.

1992-1995 *Instructional Technology Resource Teacher, Poe International Technology Magnet School*
Managed federal magnet grant implementation at Poe: budget management, wiring of school, purchase, setup and deployment of 4 computers/appropriate software in each classroom, staff development in the instructional use of technology. Level I and II students at Poe, along with students at Hunter, posted impressive gains in both reading and math by the end of the 3 yr. grant.

1995-1997 *Split Position: Grant Coordinator, Poe Montessori Magnet School, Magnet Recruiter, WCPSS.*
Developed magnet recruiting materials for WCPSS, managed and recruited at the WCPSS Magnet Recruitment Center, managed the magnet budget at Poe and the transition from International to Montessori magnet school.

1997-present *Director of Technology, Southeast Raleigh High School, WCPSS*
'Founding Bulldog': joined original school planning team 6 months before the school opened. Worked collaboratively SRHS team members to establish policies, procedures, criteria, systems for the new school. Since that time I have been intimately involved with nearly every facet of continuous improvement at SRHS

REFERENCES

Moirá O'Connor: 782-4797
Cathay Smith: csmith@wcpss.net
John Modest: jmodest@wcpss.net
Mary Margaret West: mwest@wcpss.net
Vass Johnson: vjohnson@wcpss.net
Terry Hardison: terry.hardison@sas.com

Debora M. B. Bray

(b)(6)

Objective: A position in the field of Education and Computer Technology

Qualifications: Teaching experience in various grade levels including college
Research, development and training of multimedia projects
Programming and technical experience w/microcomputers
Administrative & Supervisory experience

Education: M.S. - North Carolina State University, Raleigh, North Carolina
Curriculum and Instruction: Instructional Technology/Computers (1990)
Thesis Topic: A Comparison of the Effects of Interactive Multimedia and CAI on
Achievement and Attitude.

Professional

Certification: Instructional Technology-Computers - (G)

B.S. - Pembroke State University, Pembroke, North Carolina
Early Childhood Education, Concentration - Computer Science

Professional

Certification: Teacher (A), Kindergarten through grade 3 (1982)
Teacher (A), Endorsement Computer Education K-12 (1986)

A.S. - Gloucester County College, Sewell, New Jersey
Business Administration

Experience:

2004-2007 Magnet Coordinator

2004-2008 SIT Chair & Specialist's Chair

Technology/Media Contact (E-Marc, Blue Diamond, Prescriptive Instruction)

Professional Development Contact (E-Schools)

Testing Coordinator (Math, Reading & Science EOG, ITP, ITBS, CogAT, Writing)

Powell Gifted & Talented Magnet Elementary School

1130 Marlborough Road

Raleigh, NC 27610

As Magnet Coordinator I act as a liaison between our school and the Central Magnet office. With the help of a computer programmer I have developed an online database that our students use to register for their electives. This program also allows our teachers to assign grades for the electives and to print out report cards each quarter. In addition I have cataloged our elective curriculum in Athena, and set up the elective curriculum for check out by teachers from the media center. This helps us to keep abreast of the electives we offer and to make changes to better meet the needs of our students. I continue to teach Technology Electives that include the integration of modern equipment such as digital video, switching devices for Live TV, digital cameras and scanners and making DVD movies, as well as integrating radio equipment to maintain an amateur radio station at our school. In addition I assist teachers in the use of computers as tools to facilitate their teaching such as using E-marc to enter student data and Blue Diamond to assess student achievement information. I also assist teachers in their planning, choices and registration for Professional Staff Development. As Testing Coordinator I must attend training then instruct teachers and Proctors in the required testing standards and Code of Ethics for a variety of required State and County standardized tests given to our students throughout the school year. This includes coordinating students at grades 3-5 with special needs and the accommodations they require as stated in their IEP's and ELP's.

2001-2004 Technology/Multi Media Grant Coordinator
Powell Gifted & Talented Magnet Elementary School
1130 Marlborough Road
Raleigh, NC 27610

As the Technology and Multimedia coordinator for the past three years, I have had a wonderfully creative opportunity to enlighten students and faculty in the use of technology for arts and media purposes. At the same time I have been able to continue my aim to infuse computer technology as a standard tool which is useful in the instruction of school curriculum.

This process requires me to:

Learn and apply new presentation technologies;

- Integrate appropriately into school curriculum
- Teach new ideas to students and teachers
- Develop and model new and effective lessons
- Develop, teach and model new electives

Train teachers in the use of basic computerized tools that are necessary in their jobs;

- e-mail, internet, school network, multimedia, word processing, database, and spreadsheets

Maintain and support on-going use of technology in electives and classroom such as;

- WEB design, Lego-Logo, Multimedia Presentations & Research.

This role also requires me to:

- Research and purchase appropriate hardware and software
- Justify hardware purchases not on technology standards list
- Set-up and maintain hardware and software and work with technology support to maintain a school-wide, multi-platform network.

Conducted informal evaluations of school-wide teaching methods. Maintained records and recorded appropriate data for grant research.

Experience:

1993-2001 Technology/Media Specialist (half positions)
Powell Gifted & Talented Magnet Elementary School
1130 Marlborough Road
Raleigh, NC 27610

1996-1999 Technology Specialist (half-time)
Vance Elementary School
Old Stage Road
Raleigh, NC 27603

1992-93 Computer Resource Teacher (half-time)
Penny Road Elementary School
10900 Penny Road
Raleigh, NC 27606

1991-93 Workshop Facilitator
Wake County Schools
Raleigh, NC

1992-93 Consultant for individual, Ms. Susan Robinson
3322 Fairhill Drive
Raleigh, NC

1992 Visiting Instructor
Department of Curriculum and Instruction
North Carolina State University, Raleigh, NC 27695

1992 Instructor/Consultant
Department of Curriculum and Instruction
North Carolina State University, Raleigh, NC 27695

- 1990-91 Assistant Coordinator, Center for Learning Technologies (half-time)
North Carolina State University, Raleigh, NC 27695
- 1986-90 Graduate Teaching/Research Assistant
Department of Curriculum and Instruction
North Carolina State University, Raleigh, NC 27695
- 1989 Consultant for Individual, Mr. Glen Schaffer
Chatham County School System
Pittsboro, NC
- 1988 Educational Consultant and Instructional Designer
Performance Analysis Corporation
200 Park Offices, Suite 212
P.O. Box 13684
Research Triangle Park, NC 27709
- 1984 Teacher-Substitute
Nassau County School system
Fernandina Beach, Florida
- 1984 Teacher
Flagler County School system
Flagler Beach, Florida

Other Experience:

- 1985 Assistant to Computer Systems Coordinator
Provost Office
North Carolina State University, Raleigh, NC
- 1978-84 Data Base Coordinator
Southern National Bank
Lumberton, NC
- 1974-78 Head Teller
Bank of New Jersey
Morristown, NJ

Articles Published:

Martorella, P.H., Barton, D.M., & Steelman, J.D. (1991) Training Teachers in Interactive Video Instructional Applications. *Computers in the Schools*, 8(1,2,3), 293-301.

Presentations:

- Bray, D.M.B., Thurmond, S., Kidd, D., (2001, March). North Carolina Association for Educational Communications and Technology Conference. "Welcome to Room 118", NCAECTC RTP, NC
- Barton, D. M., Thurmond, S., Kidd, D., (2000, December). North Carolina Educational Technology Conference, "Welcome to Room 118", NCetc, Greensboro, NC
- Bray, D.M.B., Thurmond, S., (2000, February). North Carolina Association for Educational Communications and Technology Conference. "Fast Forward into Theme Based Technology", NCAECTC, Charlotte, NC
- Barton, D.M., Thurmond, S., (1999, December). North Carolina Educational Technology Conference. "Fast Forward into Theme Based Technology", NCetc, Greensboro, NC
- Barton, D.M., Thurmond, S., (1999, February). North Carolina Association for Educational Communications and Technology Conference. "Connecting Computers to the Curriculum", NCAECTC. Research Triangle Park, NC
- Barton, D.M., Thurmond, S., (1998, December). North Carolina Educational Technology Conference. "Experiencing Effective Technology: Technology Tools for Active Learners", NCetc, Greensboro, NC

- Barton, D.M., Thurmond, S., (1998, October). Wake County Technology Conference Teaching it Through Telecommunications", Raleigh, NC
- Barton, D.M., Thurmond, S., (1998, February). . "Experiencing Effective Technology: Technology Tools for Active Learners", Kinston City Schools, Kinston, NC
- Barton, D.M., Thurmond, S., (1997, December). North Carolina Educational Technology Conference. "Experiencing Effective Technology: Technology Tools for Active Learners", Greensboro, NC
- Barton, D.M., Thurmond, S., (1996, December). North Carolina Educational Technology Conference. "Experiencing Effective Technology: Technology Tools for Active Learners", NCetc, Greensboro, NC
- Barton, D.M., Thurmond, S., (1995, December). North Carolina Educational Technology Conference, "Logical Links in Learning: Lessons that Facilitate Integration and Technology", NCetc, Greensboro, NC
- Barton, D.M., Thurmond, S., (1994, December). North Carolina Educational Technology Conference, "Creative Computer Connections in the Classroom", NCetc, Greensboro, NC
- Barton, D.M., Szabo, R., (1994, December). North Carolina Educational Technology Conference, "Dazzling Dimensions", NCetc, Greensboro, NC
- Barton, D.M., Thurmond, S., Kern, A., Hood, A., (1994, October). North Carolina Magnet School Conference. "High Tech, High Touch", Winston-Salem, NC
- Barton, D.M., Conrad, W.S., & Royal, D. (1990, September 6). The Center for Learning Technologies. InfoTech. North Carolina State University, Raleigh, NC.
- Barton, D.M. (1990, July 14). Exploring the World of Desktop Publishing. North Carolina 4-H Congress. Raleigh, NC.
- Martorella, P.H., Barton, D.M., & Steelman, J.D. (1990, May 10). Training Teachers in Interactive Video Instructional Applications. Technology and Teaching Conference. Greenville, NC
- Martorella, P.H., Barton, D.M., & Pollock, M.L. (1988, March 14). Creating Interactive Video Systems for the Classroom. National Association of Supervision and Curriculum Development. Boston, MA
- Vasu, E.S., Steelman, J.D., & Barton, D.M. (1988, February - March). Teacher Tools and Software Applications in the Curriculum. Warren County Middle Level Teachers, Warrenton, NC
- Martorella, P.H., Barton, D.M. (1987, November, 14). Creating Interactive Video Systems for the Classroom. National Council for the Social Studies. Dallas, TX
- Vasu, E.S., Steelman, J.D., & Barton, D.M. (1987, November - December). Logo. Warren County Middle Level Teachers, Warrenton, NC
- Vasu, E.S., Steelman, J.D., & Barton, D.M. (1987, September - October). Writing with Bank Street Writer. Warren County Middle Level Teachers, Warrenton, NC
- Barton, D.M. (1986, April). Interactive Video in the Social Studies. Southeastern Regional Conference for the Social Studies. Savannah, GA.

Professional Activities, Honors:

- | | |
|-----------|---|
| 1994-2001 | Chair Technology Committee |
| 1986 | Awarded Graduate Student Certificate for Outstanding Teaching |
| 1982 | Cum Laude graduate, Pembroke State University |
| 1982 | Awarded Practicum scholarship from the Alpha Delta Kappa Sorority |
| 1981 | Member Alpha Chi National Honor Society |
| 1979-82 | Dean's List (8 semesters) Pembroke State University |

Credentials File Available From:

Career Planning and Placement Center
 North Carolina State University
 Post Office Box 7303
 Raleigh, North Carolina 27605 7303

Cynthia M. Hoban
National Dance Educator 2004
National Board Certified Teacher 2004

Home:

(b)(6)



Work:

Leesville Road High School
8409 Leesville Road
Raleigh, NC 27613
(919) 870-4259

EDUCATIONAL PHILOSOPHY

Dance provides students with the opportunity to develop physical, emotional, and cognitive skills. Through discipline, creative exploration, collaborative problem solving, and critical reflection students gain a positive sense of self and respect for others. The dance experience is engaging, dynamic, and rewarding. As a dance educator in Wake County, I am committed to sharing my knowledge and love of the art form to all students.

EDUCATION

N.C. State University - Raleigh, NC M.Ed. In Educational Leadership (May 1998)	1994-1998
University of North Carolina - Greensboro, NC Certification in Dance Education	1989-1990
Iowa State University - Ames, Iowa Majored in Education	1985-1986
University of Wisconsin - Madison, Wisconsin Graduate work in Dance	1981-1982
Ohio State University - Columbus, Ohio BFA (Dance) - June, 1975	1972-1975
State University of New York - Oswego, New York Majored in Dance and Theater	1970-1972

EXPERIENCE

Dance Educator

2006 to Present

Leesville Road High School

Responsibilities include teaching beginning through upper level dance technique electives and choreographing and producing two full length dance concerts. I am Director/Choreographer for the LRHS Dance Ensemble which has performed throughout the community this year. This group was selected to perform in Pieces of Gold, the county wide Arts event. My other roles at Leesville include collaborating with the Arts team to produce the school musical, working with Fund raising and developing the Dance Boosters organization.

Dance Educator

2002 to 2006

Moore Square Museums Magnet Middle

Responsibilities include developing, integrating, and teaching dance curriculum within the Paideia model. I am initiating partnerships within the museum and downtown community and establishing a viable Dance program at a new Wake County magnet school. I have acted as Arts Department Chair, served on the Leadership Committee, and sponsored the Hospitality Fund. My choreography has been featured in Pieces of Gold and other community events.

Dance Educator

1992 to 2002

Martin Middle School

Providing leadership and direction to the dance program at Martin Middle School. This included developing and teaching all the dance classes and advising students. Organized and supervised the Martin Dance Company which performed throughout Wake County in schools and public events. Served as Arts Department Chair for the six years. Initiated the countywide "Day of Dance" which is in its tenth year. Received a creative grant from the Wake County Educational Partnership to integrate computer technology into the dance program. Mentored student teachers from several colleges. Cooperated with the theater and music departments to produce musicals and dance concerts each year. My students were featured in Pieces of Gold every year. As an administrative intern I have helped with a number of initiatives, including: scheduling and registration, character education, and 504 coordinator.

Guest Artist

1994 to Present

Meredith College

I presently serve as an adjunct faculty member at Meredith. I teach an Integrated Arts course as well as Theory and Methods (K-12) to future dance educators. I have been a guest lecturer for several dance and theater classes. I worked with Dr. Sherry Shapiro to serve as a mentor for eight student teachers. I have choreographed five musical theatre productions at Meredith.

Guest Artist

2000-Present

NC State University

Guest choreographer for seven musical theatre productions in collaboration with directors John McIlwee and Fred Gorelick.

- Dance Educator** 1987 to 1992
Wake County Public Schools
 Developed and implemented curriculum for Grades K-5 in magnet schools and for the Basic Education Plan. Choreographed a variety of dances for school shows and theater productions.
- Company Member** 1987 to 1992
The Dance Project - Raleigh, North Carolina
 Activities included performing and choreographing works for formal concerts and school programs.
- Owner, Director, and Teacher** 1987 to 1989
Give Dance a Chance II - Cary, North Carolina
 Started and developed my own business to teach a variety of dance classes to children. Activities also include bookkeeping, publicity, and choreographing a performance.
- Dance Teacher** 1982 to 1986
The Octagon Art Center - Ames, Iowa
 Developed and taught a variety of classes including pre-school movement; modern dance, tap, and ballet for a wide range of ages. Developed and taught modern dance/creative movement classes to special populations as part of Very Special Arts Iowa project.
- Dance Teacher and Member** 1980 to 1982
Kanopy Dance Theater - Madison, Wisconsin
 Developed and taught a variety of classes through Kanopy studio. Taught creative dance for elementary school students during week long residencies. Developed and performed in lecture demonstrations for numerous public schools. Performed extensively in formal and informal settings and choreographed works for performance.
- Dance Teacher** 1980 to 1981
University of Wisconsin Extension - Madison, Wisconsin
 Developed and taught jazz dance classes for adults. Levels ranged from beginning to advanced students.
- Teaching Assistant** 1980 to 1981
University of Wisconsin - Madison, Wisconsin
 Developed and taught dance classes in modern, jazz, and ballroom to college students. Responsibilities included attending faculty meetings, curriculum planning, and grading procedures.
- Owner, Director, Teacher** 1976 to 1979
Give Dance a Chance Studio - Waukegan, Illinois
 Started and developed my own business. Responsibilities included: teaching a variety of dance classes to all age groups; bookkeeping; publicity; studio design; and equipment purchasing. Developed the concept of informal performance workshops for students. Performed solo concerts of my own work. Participated in career education programs for public schools.

AWARDS and RECOGNITION

Recipient Wake Education Partnership Grant, 1998
Teacher of the Year, Martin Middle School, 1998
Wake County Teacher of the Year semi-finalist, 1998
Pilot classroom, Technology Connections, 2000
North Carolina Dance Educator of the Year (NCAAPERD), 2004
Southern District Dance Educator of the Year (Southern District), 2004
National Dance Educator of the Year (AAHPERD), 2004
Education Week Magazine, Feature Article "The Virtual Stage", March 9, 2005
Invited presenter for Dance Education and PE conferences nationally and internationally.

REFERENCES

Elizabeth Grimes-Droessler, Director Arts Ed.
850-1930 egrimes-droessler@wcpss.net

Ginger Wooten, Assistant Principal, Moore Square Middle
664-5737 GMWooten@wcpss.net

Bill Brown, Enloe HS, Technical Theater Director
856-7918 WCBrown@wcpss.net

Patti Marks, Enloe HS, Dance Educator
856-7918 Pmarks@wcpss.net

Freddie Lee Heath, Ligon Middle, Dance Educator
271-4348 FLHeath@wcpss.net

Anne Deagan, Principal, Martin Middle
881-4970 ADeagan@wcpss.net

JAMES D. MARTZ

(b)(6)

EDUCATION

Graduate Studies in Education (1987-89), UNC-Greensboro, Greensboro, North Carolina
M.F.A., Theatre (1974), University of Georgia, Athens, Georgia
B.A., Psychology (1971), DePauw University, Greencastle, Indiana
Jordan College of Music (1966-70), Butler University, Indianapolis, Indiana

EMPLOYMENT

- 2001-present *Arts Grant Administrator/Magnet Coordinator* Wake County Public Schools, Raleigh, NC
- * Developed lesson plans integrating arts in classroom teaching.
 - * Conducted staff development training in the use of multiple intelligences and brain-based learning
 - * Supervised the purchase of equipment software and supplies necessary for the infusion of innovative arts technologies in the school instructional program.
 - * Implemented the mapping of both the classroom and elective curriculum to insure that curriculum connections are made across the entire school's instructional program.
- 1998-2001 *Teacher* Wake County Public Schools, Raleigh, NC
- * Teach Drama/Theatre electives at Powell Gifted and Talented Magnet Elementary
 - * Teach Creative Dramatics, grades K-5.
- 1995-1998 *Associate Professor* Western Michigan University, Kalamazoo, MI
- * Director of Music Theatre Performance program
 - * Advisor for Music Theatre BFA candidates
 - * Direct musical theatre touring groups
 - * Direct musical theatre productions, operas
- 1990-1995 *Associate Professor* Lees-McRae College, Banner Elk, NC
- * Facilities Manager for Hayes Auditorium
 - * Supervised applied theatre program.
 - * Directed selected productions
 - * Musically directed selected productions
- 1989-1990 *Teacher* Wake County Public Schools, Raleigh, NC
- * Taught Creative Dramatics grades 3-6.
 - * Helped develop curriculum for Creative Dramatics, grades 3-6.
- 1987-89 *Teacher* New Hanover County Schools, Wilmington, North Carolina
- * Taught Creative Dramatics grades 3-6.
 - * Helped develop curriculum for Creative Dramatics, grades 3-6.
 - * Taught High School Theatre (5 courses).
 - * Created new theatrical production space

- 1987-1989 **Director/Designer** Opera House Theatre Company, Wilmington, North Carolina
 * Directed musical productions and straight plays.
 * Served as Musical Director for company.
 * Served as Scenic and Lighting Designer for company.
- 1983-87 **Instructor** Campbell University, Buies Creek, North Carolina
 * Member of the faculty teaching speech and theatre including acting, stagecraft, lighting, public speaking, and scenic design.
 * Directed and designed plays and musical plays, and served as resident designer/technical director.
- 1981-83 **Director/Designer** Fort Bragg Playhouse, Fort Bragg, North Carolina
 * Directed and produced selected plays and musicals.
 * Served as musical director and/or choral director for musical productions.
 * Served as scenic and lighting designer for all theatrical and musical productions.
- 1980-81 **Director/Designer** Savannah Theatre Company, Savannah, Georgia
 * Designed and served as musical director and conductor of Applause.
 * Directed community theatre production of Angel Street, also serving as designer and production manager.
- 1980 **Judge** Department of the Army, Fort McPherson, Georgia
 * Toured all participating FORSCOM installations (26) as judge for the Festival of the Performing Arts which included plays, musicals, operettas, and talent shows, as well as the Recreation Center Competition which included beauty pageants, athletic events and theme events.
- 1978-81 **Production Director** Magnum Lighting and Production, Atlanta, Georgia
 * Designed and installed lighting systems for both permanent and temporary installations of theatrical shows including theatre, opera, ballet, symphonic and popular music.
 * Installed lighting, sound, and stage set-up for industrial shows, exhibitions, trade shows, conventions, and outdoor art festivals.
- 1979-80 **Production Manager** Atlanta Ballet Company, Atlanta, Georgia
 * Served as production manager, technical director, and stage manager of 30-member professional repertory ballet company.
 * Established production budgets, tour surveys and contracts for extended interstate tours and full-length Atlanta season.
 * Supervised the design and mounting of three new full-length ballets.
- 1978-79 **Artistic Director** Augusta Children's Theatre, Augusta, Georgia
 * Served as director and primary teacher for private theatre school teaching Creative Dramatics and acting.
 * Served as director and technical director for four productions of adult-acted children's theatre.
 * Formed "Patchwork Players", a touring troupe, incorporating mime and puppetry.

- 1975-78 **Director/Designer** Music/Theatre Division, Fort Gordon, Georgia
- * Served as theatre director and technical director of music and theatre program on military installation.
 - * Designed seven to ten productions and supervised a technical and administrative staff of five.
 - * Directed four to six mainstage productions per year, two dinner theatre productions per year, and four workshop productions.
 - * Taught workshops in acting, technical theatre, and music.
- 1974-75 **Scenic Technician** Alliance Theatre Company, Atlanta, Georgia
- * Served as carpenter/rigger/painter on four-man crew for professional repertory theatre company.
 - * Responsible for constructing, hanging and rigging all scenic units for proscenium and studio stages and supervision of running crews.
- 1971-72 **Research Director** DIRNAN Research Council, Halifax, Nova Scotia
- * Conducted psychological research and testing among youth in three hostels and a halfway house sponsored by the council. Research was in living and traveling habits, drug use and abuse, and development of social and financial responsibilities in Canadian youth. Special focus was made of the advantages of travel as an alternative to schooling after completion of high school.

SKILLS AND EXPERIENCE

Administration

- * Refined curriculum spanning three major departments and coordinated the establishment of standards and assessment criteria for training in all three areas at Western Michigan University
- * Created and managed statewide touring schedule for recruitment and promotion of arts program
- * Directed over 70 theatrical productions

Management

- * Coordinated all technical aspects of performing arts facility, including union and non-union staff
- * Established production budgets, tour surveys and negotiated contracts with three separate unions for multi-city tours of major dance company
- * Created budgets and maintained equipment and supplies for summer theatre production company
- * Supervised construction, painting, lighting and sound for over 100 theatrical productions

Teaching

- * Created a multimedia based series for a large survey course to be later implemented for distance learning
- * Developed new courses in the implementation of CAD software for stage applications
- * Created new curriculum in arts for K-6
- * Coordinated the inclusion of new curriculum into established teaching practices
- * Implemented basic computer and Internet use training
- * Developed over 15 undergraduate college courses

Technology

- * Train college teachers to teach the set-up and use of computers
- * Maintained computerized lighting systems in multiple venues
- * Installed and maintained sound systems in churches, schools and performing arts venues
- * Trained teachers in the use of technology in teaching
- * Conducted workshops on Internet use and Web page development at theatre and educational conferences

Katherine McDaniel

(b)(6)	(b)(6)
	Kmcdaniel@WCPSS.NET

PERSONAL STATEMENT

I enjoy working with people and meeting their information needs. I challenge myself to stay current in the field of Media Studies in order to provide excellent service to the students and teachers of my school.

WORK EXPERIENCE

Media Coordinator. Wake County Public School System, Raleigh North Carolina. Part time position at East Garner Magnet Middle School. 2003 to present. Responsibilities: Planning and implementing school and countywide media procedures. Large and small group instruction in information skills. Planning with teachers to incorporate media skills into classroom lessons. Additional responsibilities included grant writing and community service liaison.

Research Librarian. IBM Corp., Research Triangle Park, North Carolina. 1996-1998. Responsibilities: Market research.

Senior Library Assistant. College of Law Library, Duke University, Durham, North Carolina. 1995-1996. Assisting circulation librarian with the daily operation of the collection management department. Supervising and training circulation desk assistants. Managing microform collection and processing serials for binding. Team approach management required working knowledge of all aspects of the department.

Senior Library Assistant. Legal Information Center, University of Florida, Gainesville, Florida. 1989-1993. Assisting circulation librarian with daily operation of the collection management department. Processing Interlibrary Loans and working with faculty and students to secure information not readily available in the law library.

Reference Librarian Assistant. College of Law Library. Florida State University, Tallahassee, Florida. 1993-1994.

EDUCATION

Post Graduate Studies in Education. North Carolina Central University, 2003.

Masters of Library Science and Information Studies. Florida State University, 1994.

Bachelors of Science, Sociology. Virginia Tech., 1980

ACTIVITIES

American Library Association

Battle of the Books Coach, East Garner Magnet Middle School Sixth Grade Team 2004.

Volunteer for Habitat for Humanity 2004 to present.

Newbery Club, East Garner Magnet Middle School 2005-2006.

Battle of the Books Steering Committee, Wake County Public Schools 2007-2008.

(b)(6)

Carol Lawson Moore

Professional experience

2001-2004	Joyner	MSAP Grant Coordinator Dual Language Coord.
1998- 2001	Joyner	Spanish Specialist
1994-1998	Joyner	Spanish Specialist
1989-1994	Joyner, Jeffreys Grove, Aldert Root	Spanish Specialist
1982-1989	Underwood	Media Specialist
1976-1982	Fred A. Olds	Media Specialist
1976 (spring)	Mary Phillips School	Media Assistant
1973 (summer)	West Raleigh Presby, Church	Teacher, Summer
1970 (spring)	Effie Green	Teacher, 2 nd grade
1969 (fall)	Raleigh Public Schools	Dept. Speech & Hearing
1967-69	Uruguay, Colombia	Peace Corps Volunteer

Additional professional activities

Student Teacher Supervision

Guided Observation, students from NCSU, Peace College, Mexican graduate student

School Leadership Team , Secretary

Magnet Steering Committee, Chair

Climate/Social Committee, Chair

Translator : Parent/Teacher Conferences, Student Registration, Discipline matters

Staff Development : Survival Spanish Seminars, Secretaries, Teacher Assistants, WCPSS

Curriculum Writing: Units of curriculum for use at Joyner

Education

1963 – 1967 Bachelor of Science, Elementary Education,
University of Maryland, College Park, Maryland

Graduate Level Courses Taken:

- 1967 Graduate Studies: Latin American (Latin American culture, Spanish language), under the auspices of U.S. Peace Corps and California State University, Los Angeles
- 1991 Graduate Studies:Spanish conversation, grammar, History/culture of Mexico under the auspices of Greensboro College and NC Dept. of Public Instruction
- 1993 Graduate Studies: Spanish language, History of Ecuador, Quechuan Language/culture, under the auspices of Fayetteville State University and NC Dept. of Public Instruction

Additional certification:

Associate Media Coordinator certification (1978)

Elementary Spanish endorsement (1990)

Professional memberships

North Carolina Association of Educators
 Wake County Foreign Language Collaborative
 Foreign Language Association of North Carolina
 Basic Education Plan, Spanish Program
 The ARC of Wake County
 North Carolina Center for the Advancement of Teaching
 CABE (California Association for Bilingual Education)

Languages

Spanish: Peace Corps volunteer in Montevideo, Uruguay and Bucaramanga, Colombia (1967-69) – extensive instruction before term of service as well as while in host countries

Spanish conversation/fluency :Governor's Language Institutes: (1991) Greensboro College, Greensboro, N.C. (1993) Cuenca, Ecuador, South America –each institute a month long immersion experience in Spanish

Spanish fluency/usage: Teacher in Dual Language Program, Joyner, currently kindergarten, first and second grade levels; translations for student registration, parent-teacher conferences, written communications

Spanish coordination: MSAP (Magnet Schools Assistance Program) Grant Coordinator, Dual Language Program Coordinator, Joyner

**Community
activities**

Director, M'n'M Singers (choir for adults with developmental disabilities)

Chair, Advisory Board for **HESED** (ministry for developmentally disabled)

KAIROS Prison Ministry, volunteer

**Volunteer
experience**

M'n'M Singers Choir, Director

Kairos Prison Ministry – working extensively with residents at NCCIW(North Carolina Correctional Center for Women),largely with hispanic and Afro-American residents

Hesed Ministry – leading weekend retreats for adults with developmental disabilities

Language Services Manager, Special Olympics (Summer 1999)- overseeing a core group of interpreters during the Olympics

Awards received

Terry Sanford Creativity Award, Wake County finalist (1980)

Teacher of the year semi-finalist , Underwood GT Magnet School (1983-84)

ARC of Wake County Volunteer of the year award (1989)

Governor's Language Institute participant (Greensboro College, 1991)

Teacher of the Year nominee, J.Y. Joyner Magnet School (1992-93)

Governor's Language Institute participant (Cuenca, Ecuador, 1993)

NCCIU, Educators Experience Mexico (two week experiential trip, 1998)

South Raleigh Civitan Club Citizen of the Year (1998-99)

Teacher of the Year nominee, J.Y. Joyner Magnet School (1999-2000)

Michael Oster

(b)(6)



SUMMARY of PROFESSIONAL QUALIFICATIONS

- » Effectively utilizes state-of-the-art technology in school-wide and class activities
- » Creative and enthusiastic with ability to generate energy in the workplace
- » Demonstrated ability to use appropriate management techniques
- » Effectively communicates with students, parents, faculty and administration
- » Effective in using a variety of teaching strategies and styles
- » Sensitive to the needs of child and adult learners and successful in motivating students

EDUCATION

UNIVERSITY OF MINNESOTA

Master of Education - Business Education, July 1999
Bachelor of Science - Management and Rhetorical Studies, 1994
Overall GPA - 3.8

LICENSURE

STATE OF NORTH CAROLINA – Vocational Business Education, 7-12
STATE OF NORTH CAROLINA – Middle Grades Business, 6-9
STATE OF NEVADA – Business Education, 7-12 and Computer Applications, K-12

EDUCATIONAL EXPERIENCE

EAST GARNER MAGNET MIDDLE SCHOOL, Garner, NC

Sixth - Eighth Grade Information Technology Teacher, August 2005 – present
CTE Department Chair, 2006 - present
Leadership Chair, 2006

- Provide classroom instruction to multi-cultural student populations from diverse economic backgrounds, utilizing creative methods
- Maintain and troubleshoot computer labs
- Responsible for department technology purchases and budget
- Observe peers in the classroom and provide feedback
- Prioritize meeting agenda and lead department chair meetings
- Selected for Positive Behavior System team
- Planned, developed, and instructed teachers in a school-wide behavior plan

HARNEY MIDDLE SCHOOL, Las Vegas, NV

Sixth Grade Computer Literacy Teacher, Fall 2002 – June 2005

- Provided classroom instruction
- Maintained computer hardware, software and networks
- Developed and organized staff technology training
- Responsible for technology purchases

CORTNEY JUNIOR HIGH SCHOOL, Las Vegas, NV

Sixth Grade Computer Literacy Teacher, Fall 1999 – 2002

Assistant Educational Computing Strategist

- Provided classroom instruction
- Maintained computer hardware, software and networks
- Trained staff on new software programs
- Supervised school web site development

Michael Oster

(b)(6)



**EDUCATIONAL
EXPERIENCE**
continued

RICHFIELD HIGH SCHOOL, Richfield, MN
Practicum Teacher - Business Education, Fall and Winter 1998-99
Student Teacher/Part-Time Licensed Teacher, Spring 1999

UNIVERSITY OF MINNESOTA, Minneapolis, MN
Graduate Assistant Teacher - General College Math Department, Fall and Spring
1998-99

CLARK COUNTY SCHOOL DISTRICT, Las Vegas, NV
Substitute Teacher, 1997 - 1998

MINNESOTA BASEBALL INSTRUCTIONAL SCHOOL, Minneapolis, MN
Camp Coach, Summers 1991 - 1995

**PROFESSIONAL
EXPERIENCE**

NOS Communications, Las Vegas, NV
Long Distance Sales, 1996
Bill Analysis, 1997

UNIVERSITY OF MINNESOTA ATHLETIC TICKET OFFICE, Minneapolis, MN
Sales Representative, 1994 - 1995
Accountant's Assistant, 1995 - 1996

**COACHING
EXPERIENCE**

LAS VEGAS HIGH SCHOOL, Las Vegas, NV
Boys' Golf Assistant Coach, 2001 - 2005
Girls' Fast-Pitch Volunteer Coach, Spring 2000

REFERENCES

Available upon request

Laurie Elizabeth Toreson

(b)(6)

Education: M.A. T. Secondary Education/Spanish, Appalachian State University, August, 1990

B.A. Secondary Education, University of North Carolina, Chapel Hill, May, 1987.

University of Sevilla (Spain), UNC-Chapel Hill Year Abroad, 1985-86

Honors: Sigma Delta Pi National Spanish Honor Society, inducted 1986
Graduate Student Governor, ASU Executive Board, 1989-1990
Dean's List, UNC-CH, 1983-1987
Order of the Bell Tower Honorary Society, UNC-CH 1985-1987
Foreign Language Student Teacher of the Year, UNC-CH, 1987

Experience: Spanish Teacher, Second Languages Department Leader, Panther Creek High School, 2006-present
Spanish Teacher, WCPSS Conversational Spanish for Educators Course 2006-present
Spanish Teacher, Second Languages Department Chair, Knightdale High, 2004-2006
Spanish Teacher, East Wake High, 1990-2004
Courses taught: Spanish I, II, III, V, AP Spanish Language
Advisor, Spanish Club, Panther Creek High School 2006-present
Advisor, Spanish Club, Knightdale High School, 2004-present
Advisor, International Ambassadors, Knightdale High School, 2005-present
WCPSS National Board Liaison, Panther Creek High School, 2006-present
Board Member, WCPSS Advanced Placement Network, 2005-present
Certified Mentor Teacher, WCPSS, 2004-present
Certified Cooperating Teacher for Student Teachers, 1993-present
Second Languages Department Chair, East Wake High, 2001-2004
WCPSS National Board Coach, 2003-present
Advisor, National Spanish Honor Society, East Wake High, 1990-present
School Improvement Committee, East Wake High, 1999-2003
Chair, Parent Involvement Committee, East Wake High, 2000-2003
Spanish Instructor, Vance-Granville Community College, part time, 1992-1993
Spanish Teacher, Fike High School, Wilson County, 1987-1989

Honors: National Board Certification, World Languages Other Than English, 2002
Top-Ten Finalist, Wake County Public Schools Teacher of the Year, 2006
Teacher of the Year, Knightdale High School, 2005-2006
Teacher of the Year, East Wake High, 2003-2004
Presenter, WCPSS, "National Board Certification in WLOE"
Presenter, Foreign Language Association of North Carolina Conference, 2003-05
Presenter, NC DPI Conference on National Board Certification in WLOE, 2003
Governor's Language Institute in Foreign Languages, summer, 1993

KAREN P. VERTREESE

CURRENT ADDRESS

(b)(6)

EDUCATION

University of North Carolina at Chapel Hill (1988-1993): MAT French, August, 1993
Davidson College French Language Institutes (Summer, 1994, 1997, 2002, 2006)
University of Avignon, Avignon, France (Summer, 1985)
University of Louisville, Louisville, Kentucky (Summer, 1983)
University of North Carolina at Chapel Hill (Summer, 1980)
University of Kansas, Lawrence, Kansas (1959-1964): B.S. French and Spanish
Secondary Education, June, 1964

TEACHING POSITIONS

Wake County, North Carolina Public Schools
Leesville Road High School, French and Spanish, 1993-
Sanderson High School, French and Spanish, 1981-1983
West Millbrook Junior High School, French and Spanish, 1980-1981

Kansas City, Kansas Public Schools
Wyandotte High School, Spanish 1964-1967, 1968-1969

HONORS AND AWARDS

Recipient of scholarship to attend the University of Kansas Spanish Language Institute in
Barcelona, Spain – Summer, 1962
Recipient of AATF Scholarship for Language Institute in Avignon, France –
Summer, 1985
Sanderson High School Teacher of the Year, 1987-1988
Panel Participant in 1994 NC Department of Instruction live broadcast, representing the
High School perspective on the newly revised K-12 Second Language Curriculum
and the Foreign Language Proficiency Test
Panel Participant in 1996 NC Department of Public Instruction televised TI-IN Broadcast
titled "National Standards and Foreign Language Education"

(2)

Curriculum writer for Wake County French, Levels III and IV-VI, 1996-1997
Evaluator for the Southern Association of Colleges and Schools (1989-1991)
Biography in 1992 , 2000, 2004, 2006 editions of Who's Who Among America's Teachers
Appointed Chairman of Department of Foreign Languages at Leesville Road High School (1993-
Appointed a MAT Student Representative on the UNC Chapel Hill Master of Arts in Teaching Programs Advisory Committee in the School of Education (1992-1994)
NC-AATF Vice-President and Teacher of the Year Award Coordinator, 1995-1996
President of NC-AATF, 1996-1998
Recipient of the NCCIU Annual Fund Award to participate in the North Carolina Center For International Understanding's 2000 Global Study program for Educators, Canada (Summer, 2000)
Textbook Evaluator for North Carolina, summer of 2003
NC-AATF Teacher of the Year, 2004
Received National Board Certification in French, 2004

PROFESSIONAL ORGANIZATIONS

FLANC

AATF

WAKE ACT-NEA

Phi Sigma Iota, the Foreign Language Honor Society

Alliance Francaise de Raleigh-Durham-Chapel Hill, N.C.

erika lynn woodard

elwoodard@wcpss.net

(b)(6)

Areas of Certification 521 Spanish (Grades K-12)
18079 Computer Education Endorsement

Characteristics Driven to develop new skills and use existing skills to the best of my ability.
Extremely well-rounded and intuitive. Goal oriented. Organized. Intrinsically motivated.
Comfortable speaking in public and fluent in a second language, Spanish.
1995-Present Wake County Public Schools Raleigh, NC

Experience

Asst Principal for Curriculum & Instruction River Oaks Middle School
Designed the instructional program for this alternative middle school.
Developed the technology program to support curriculum and instruction.
Manages all curriculum resources and supports ongoing instruction and professional development.
Acts as media specialist, increasing circulation for alternative students and matching student interest with reading materials.

Technology Facilitator – Swift Creek Elementary
Redesign school web site to make it more useful and attractive to the community.
Create curriculum rich technology integration lessons for teachers and students
Work with administration to provide vision and develop policy for technology.
Evaluate possible software and hardware purchases for alignment to curriculum goals.

Instructional Support Technician
Install and perform repairs on computer hardware, software, and peripheral equipment.
Set up network servers and provide network support.
Train school-based personnel to maintain day to day operation of technology equipment.
Consult with staff, users, and management to determine need for system modification.
Assist other technicians and serve as project coordinator for special projects.

Technology Integration Resource Coordinator – Timber Drive Elementary
Design print and multimedia training materials used to instruct teachers and students.
Set up network servers, computers, software and manage initial wiring.
Research and recommend all software and hardware purchases.

Instructional Technology Resource Teacher – Ligon Middle/Magnet Programs
Create original training materials and train students and teachers.
Recommend and purchase equipment and software.
Complete CAT5 wiring to outlying parts of the school.

1992 - 1995 Public Schools of North Carolina

Warren County Public Schools
Media and Computer Specialist – set up first elementary level computer lab in system

Nash Rocky Mount Public Schools
Spanish Instructor – supervise students and teach oral and written language skills

Skills Microsoft Office Advanced Skills 97, 2000 & XP, Novell Netware 3.1, 4.11, 5.1,
Z.E.N. Works 2x & 3x, DOS, Windows 9x, WindowsNT/2000, Educational software,
Network Printing, strong customer service and communication skills.

Education And Training B.A., Spanish, cum laude. Meredith College, 1992.
Graduate Level work in media and technology – NC State University and UNC-Chapel Hill
Licensed in Spanish and Computer Education until 6/30/04
Covey seven habits, Baldrige training, Netware Network Administration
Graduate of North Carolina School of Science and Mathematics, Durham, NC

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Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 6079-Mandatory_FINAL_Desegregation_Plan.doc

Attachment 2:

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280.20(a) Each eligible LEA or consortium of LEAs that desires to receive assistance under this part shall submit an annual application to the Secretary

This section contains information regarding enrollment numbers and percentages for minority and nonminority student groups for the entire Wake County Public School System (WCPSS), for each school for which MSAP funding is sought, and for each feeder school. The following table identifies the magnet programs in this proposal and indicates that MSAP projects at the three schools will be significant revisions to existing magnet programs at the schools.

Project Schools

Magnet Program	Project Status
Southeast Raleigh Magnet High School: Center for Leadership and Technology	Significant Revision
Garner Magnet High School: IB MYP and Diploma Programme	Significant Revision
East Garner Magnet Middle School: IB MYP	Significant Revision

As the voluntary movement of students toward the three magnet schools in our proposal increases in our district, steps will be taken to ensure that this movement does not have an adverse effect on the makeup of the feeder schools. Project school recruiting efforts will be focused on feeder schools that will experience little or no effect on the enrollment percentages as students move to magnet schools. Furthermore, safeguards to prevent magnet enrollment from harming enrollment percentages at feeder schools are in place in the WCPSS Office of Growth Management. All magnet applications, student placements, and transfers are processed through

the Office of Growth Management for magnet and nonmagnet schools. Before an offer for placement for a magnet assignment is made, consideration is given to the enrollment impact on the feeder school. Criteria are in place to allow all applicants the opportunity to be selected while limiting the number of applicants who are accepted from certain school assignment areas that would adversely impact minority group isolation.

As described herein, WCPSS employs a race-neutral process in selecting students for magnet schools. The Wake County Board of Education has reaffirmed its commitment to diversity in the district at all schools in its student assignment policy and in its March 2007 adoption of Magnet Program objectives. These objectives are to:

- ◆ Reduce high concentrations of poverty and support diverse populations;
- ◆ Maximize use of school facilities; and
- ◆ Provide expanded educational opportunities.

280.20(b) In its application, the LEA or consortium of LEAs shall provide assurances that
it --

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES


In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will---

- (A) use funds made available under this part for the purposes specified in Section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decision making and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate students.

* * * * *

If the applicant has an approved desegregation plan---

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.



Signature of Authorized
Representative

4/11/07
Date

280.20(c) In addition to the assurances listed in paragraph (b) of this section, the LEA or consortium of LEAs shall provide such other assurances as the Secretary determines necessary to carry out the provisions of this part.

WCPSS has included the other required assurances for this MSAP application.

280.20(d) Upon request the LEA or consortium of LEAs shall submit any information that is necessary for the Assistant Secretary for Civil Rights to determine whether the assurances required in paragraphs (b) (3), (4), and (5) of this section will be met.

WCPSS will respond to requests for information pertaining to assurances in paragraphs (b) (3), (4), and (5) of this section.

280.20(e) An LEA or consortium of LEAs that has an approved desegregation plan shall submit each of the following with its application:

This section, under the header above, does not apply to WCPSS.

Desegregation Plan Information Form

Type of Desegregation Plan
(Check One & Attach the Appropriate Document)

A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies

Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed to:

Steven L. Brockhouse
US Department of Education
Office of Innovation and Improvement
400 Maryland Avenue SW, Rm 3E122
Washington, DC 20202-5961

A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

VOLUNTARY DESEGREGATION PLAN

280.20(f) An LEA or consortium of LEAs that does not have an approved desegregation plan shall submit each of the following with its application.

WCPSS submits its voluntary desegregation plan with this MSAP application, as indicated in the following.

280.20(f)(1) A copy of the plan the LEA or consortium of LEAs is submitting for approval.

WCPSS's voluntary plan involves all schools in the district – base attendance-area schools, year-round schools and magnet schools. One of the key components of the plan is the district's student assignment policy (provided in full at the end of this description of the voluntary plan). In this policy, the Wake County Board of Education states that it "...believes that maintaining diverse student populations in each school is critical to ensuring academic success for all students, and this belief is supported by research." The student assignment policy provides that each student will have the option of applying for admission to one of the magnet educational programs or year-round programs, which will be offered in designated schools. In addition to the district's student assignment policy, the voluntary plan includes a number of components to ensure that all students are given equitable access to magnet schools. These components include:

- Promotion and recruitment strategies to ensure equitable access for all students;
- Attraction of diverse enrollments to schools;
- Avoidance of the harmful effects of racial isolation;

- Strategic placement of programs to provide equitable access of students and to attract diverse enrollments;
- Use of selection criteria that are race-neutral;
- Use of facilities designed to support the magnet programs;
- Use of a transportation network that ensures equitable access of students to magnet schools;
- Use of local funding to provide resources to support the magnet program; and
- Annual evaluation of magnet programs to determine whether they are accomplishing their purposes.

PROMOTION AND RECRUITMENT

Based on its experience in implementing magnet programs over the past 26 years, the district has learned the importance of implementing extensive and creative promotion and recruitment strategies in order to provide students equitable access to its magnet programs and to attract diverse enrollments to these schools. These strategies include:

- Engaging the services of a marketing firm to assist WCPSS in promoting magnet programs and in recruiting students to these programs;
- Operating a Magnet Resource Center to serve as an ongoing resource for parents now residing within the school district and for new families moving into the system. This center provides parents with information on each of the magnet schools in the district and assists parents in understanding the selection and notification process and in completing applications for their children's admission;
- Holding an annual Magnet Schools Fair, which provides opportunities for all magnet schools to market their programs to parents and students;

- Conducting information sessions about magnet schools in targeted areas of the district, particularly those with new growth patterns and where parents are not aware of traditionally held magnet information sessions such as the Magnet Schools Fair, including areas where parents have historically not applied for magnet schools;
- Holding open houses in the magnet schools at times that are convenient for working and nonworking parents;
- Creating and publishing applications, fliers and brochures about magnet schools and distributing them throughout the district, including on the district's Web site; in all of its schools; and in shopping centers, libraries, and churches; and
- Publicizing the magnet schools in the media in communities that have historically not participated in magnet programs.

In addition, WCPSS monitors its promotion and recruitment efforts throughout the application period to determine the success of its strategies in attracting students from diverse backgrounds to each magnet school, and implements additional strategies during the application period if it determines that it is not attracting diverse applicants to a school or schools.

STRATEGIC PLACEMENT OF PROGRAMS

WCPSS utilizes varied race-neutral alternatives to attract students from diverse backgrounds to its schools and to ensure that all students have equitable access to its magnet schools. For example, as magnet programs have expanded in the district, efforts have been made to replicate programs to provide equal access for students in all parts of the county. The three magnet schools identified for significant revisions in this proposal were each identified to host magnet programs in part because of their locations in the county. The selection of magnet schools to be

significantly revised in this MSAP proposal is responsive to their central locations in the county as well as changing residential demographics in the county.

SELECTION CRITERIA

The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district's elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration—middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

□ ROUND ONE

- Live in a node where the SES (free or reduced-price lunch) percentage of elementary aged children is at least 5% below the county average AND
- Assigned to a base school where the SES percentage of elementary aged children is at least 5% below the county average AND
- Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
- Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
- Submitted a valid application for the same program the previous year.

□ **ROUND TWO**

- Same as Round One with deletion of previous year's application.

□ **ROUND THREE**

- Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.

□ **ROUND FOUR**

- Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
- Assigned to a base school where the SES percentage of elementary aged children is less than 40% AND
- Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less.

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Socioeconomic Status

The district considers socioeconomic status one of the factors in assigning students to its magnet schools for several reasons. First, it wants to ensure that all students have access to magnet schools regardless of their socioeconomic background. Second, national and school district research has shown that attending schools with high concentrations of poverty is educationally harmful to students because such schools tend to have higher teacher turnover, teachers with less experience and teachers with fewer advanced degrees. Such factors can contribute to lower student achievement. Third, the district believes that there are educational benefits for students to have the opportunity to attend school with students from different

socioeconomic backgrounds because it provides students the chance to learn together and to break down stereotypes about poor, middle-class and upper-middle class students.

Academic Achievement

The district also considers academic achievement of students as another factor in assigning students to all schools. Research has shown that having high concentrations of low-achieving students in a school can have negative impact on all of the students attending that particular school. In keeping with NCLB legislation, the district has set a goal for the 2008 year of having 95% of students in grades 3 through 12 at or above grade level as measured by NC End-of-grade (EOG) and NC End-of-Course (EOC) tests, with all student groups demonstrating high growth by 2008. So as to optimize learning opportunities and experiences for all students, the district will consider both socioeconomic and academic achievement variables when assigning attendance nodes to base schools.

School Capacity

Due to the unrelenting growth in student population over the past and foreseeable future years and the consequent school crowding, it is also necessary for the district to consider school capacity when assigning students to magnet schools. Accordingly, the district gives a preference to students who are assigned to overcrowded schools or who have older siblings already attending the magnet school to which a younger sibling is applying.

Racial Considerations

The application for grants under the Magnet Schools Assistance Program, OMB No. 1855-0011, Exp. Date 4/30/2007, indicates that "The Department believes that LEAs submitting voluntary plans can achieve the statutory purposes of reducing, eliminating, or preventing

minority group isolation using race-neutral admissions practices.” WCPSS does not currently use race of student in assignment determinations, nor does it envision the need to use race as a factor in admitting students to magnet schools because its experience has shown that the race-neutral strategies and factors discussed above have been largely successful in avoiding the harmful effects of racial isolation and that the district’s strategies address the educational benefits of giving students the opportunities to attend schools with students of different backgrounds and achievement levels. Also, past awards under the MSAP program itself have helped the district to prevent, reduce or eliminate minority group isolation.

FACILITIES DESIGNED TO SUPPORT MAGNET PROGRAMS

WCPSS has allocated resources in its long-range facilities plan to ensure the viability and attractiveness of its magnet school facilities and to provide available seats at the magnet schools.

TRANSPORTATION PROVIDED TO MAGNET SCHOOLS

WCPSS provides transportation for students who attend its magnet schools. In an effort to control transportation costs, the process of selecting students to attend magnet schools is determined in part on the basis of where the student resides in the district. The magnet school transportation pattern is one of the components of the selection criteria used by the growth management office during the lottery process.

LOCAL FUNDING SUPPORTS MAGNET SCHOOLS

Since WCPSS began implementing magnet schools, it has provided local funding to support magnet schools, including instructional personnel, support personnel, administrators, professional development and supplies. The district will continue to provide comparable local

funding to support the magnet schools in this proposal; MSAP funding will supplement not supplant the district's local funding.

EVALUATION OF MAGNET PROGRAMS

Annually, WCPSS reviews the effectiveness of the district's magnet programs in achieving magnet program objectives. This evaluation includes:

- ◆ Data on the pool of applicants for each magnet school for the current year, disaggregated by grade level, race and ethnicity, gender, socioeconomic status, achievement level, special education status, English as a Second Language (ESL) status, and area of the county in which applicants reside;
- ◆ Data on students who enrolled at each magnet school for the current year, disaggregated by grade level, race and ethnicity, socioeconomic status, achievement level, special education status, ESL status, area of the county in which the applicants reside, and sending or feeder schools;
- ◆ Data on school capacity and utilization; and
- ◆ Recommendations for improving recruitment and promotion strategies and selection criteria to ensure all students equitable access to each magnet school.

WCPSS STUDENT ASSIGNMENT BOARD POLICY

6200

STUDENT ASSIGNMENT

6200

The Wake County Public School System believes that maintaining diverse student populations in each school is critical to ensuring academic success for all students, and this belief is supported by research. The school system also must consider such factors as cost effective use of facilities.

Each student enrolled in the Wake County Public School System shall be assigned to the school of his or her grade level serving the attendance area in which that student's parents or court-appointed guardian lives. Exceptions will be made as necessary to limit enrollment of a school due to overcrowding or for special programmatic reasons; e.g., special education, English as a Second Language, or alternative school programs. Each student will have the option of applying for admission to one of the magnet educational programs or year-round programs, which will be offered in designated schools.

All of the following factors, not in priority order, will be used in the development of the annual student assignment plan:

- A. Instructional program; e.g., magnet programs, special education, ESL, etc.
- B. Adherence to K-5, 6-8, 9-12 grade organization.
- C. Facility utilization, including crowding (projected enrollment should be between 85% and 115% of approved campus capacity). New schools may operate with less than 85% of capacity enrolled if some grade levels will not be assigned during the first year or if significant growth is anticipated in the following years.
- D. Diversity in student achievement (percentage of students scoring below grade level should be no higher than 25%, averaged across a two-year period). Schools with more than 25% of students below grade level will receive an instructional review to ascertain the reasons for the low achievement; improvement trends will be considered in deciding whether to address this issue in development of the assignment plan.
- E. Diversity in socioeconomic status (percentage of students eligible for free or reduced price lunch will be no higher than 40%). Schools with more than 40% of students eligible for free or reduced price lunch will receive an instructional review; improvement trends will be considered in deciding whether to address this issue in development of the assignment plan.
- F. Stability (the percentage of students who will remain at the same school).
- G. Proximity (no student will travel more than the maximum established by board policy).

Beginning in the fall 2000, the board will review and approve the factors to be considered in developing the student assignment plan and will approve the list of factors and ways to measure those factors by their first meeting in October each year.

Legal Reference: G.S. 115C-366; -367

Cross Reference: Policies 6202 and 6203

Adopted: 5/4/1981; Revised: 1/17/1983; Revised: 5/16/1983; Revised: 11/18/1991; Revised: 4/21/1997; Revised: 1/10/2000

280.20(f)(2) A copy of a school board resolution or other evidence of final official action adopting and implementing the plan, or agreeing to adopt and implement it upon the award of assistance under this part.

On April 24, 2007, in a meeting of the Wake County Board of Education, the board gave official consent to the desegregation plan as it reads in this section above. As submitted to the board on this date, the précis seeking approval of the district's desegregation plan read:

Per requirements of the federal Magnet Schools Assistance Program (MSAP), a school district without a court ordered desegregation plan is required to submit a voluntary desegregation plan with their grant application. WCPSS is planning to submit an MSAP grant application, Project Renaissance, and evidence of the district's official action adopting the plan for implementation must be submitted with the application. The voluntary desegregation plan prepared by WCPSS staff for the MSAP grant competition and provided as backup to this précis is a statement of the school district's student assignment policies and practices, including WCPSS Magnet Programs Office criteria for the selection of elementary and secondary students to attend magnet schools in the district. The desegregation plan prepared for Project Renaissance is consistent with WCPSS policies and practices as well as desegregation plans that have been submitted with previous MSAP applications.

280.20(f)(3) Evidence that the plan is a desegregation plan as defined in §280.4(b)

As defined in §280.4(b), the WCPSS desegregation plan is a plan for the reduction, elimination, or prevention of minority group isolation in one or more of the schools of the LEA, as indicated in the following table.

Desegregation Plan

School	Minority Enrollment Percentage 2006-07	MSAP Objective	Renaissance Target for Minority Enrollment	Type of Program	Grades Included
Southeast Raleigh Magnet HS	68.8%	Reduce MGI	65.6% By Fall 2010	Whole school	9-12
Garner Magnet HS	59.5%	Reduce MGI	54.1% By Fall 2010	Whole school	9-12
East Garner Magnet MS	76.7%	Reduce MGI	66.5% By Fall 2010	Whole school	6-8

280.20(f)(4) For an LEA or consortium of LEAs that seeks assistance for existing magnet schools

The Wake County Public School System seeks assistance to significantly revise three existing magnet high school programs:

- Southeast Raleigh Magnet High School;
- Garner Magnet High School; and
- East Garner Magnet Middle School.

Based on data from the 2004-2006 period, assumptions in our enrollment projections include the following:

- Growth in student enrollment will continue in the school district during the performance period of this grant, averaging just over 8,000 students each year;

- The increase in district wide minority student percentage will also continue during the performance period of this grant; averaging 1.3% per year at the elementary school level (grades K-5), 1.5% per year at the middle school level (grades 6-8), and 1.7% per year at the high school level (grades 9-12);
- The increase in enrollment and minority percentage is distributed to all schools in the district over the period of the grant, controlling for factors such as school crowding and minority group isolation.
- Year-round magnet schools are expected to see increasingly diverse student enrollment per the Board's commitment to diversity in all district schools;
- New schools that are scheduled to be built and opened during the performance period of the grant are not included in these enrollment projections, due to uncertainties about facility constructions and feeder patterns to which such schools will be assigned, but will be factored into updated projections should these come on line during the grant performance period.

It is important to note in our projections that the three project schools in this proposal are not expected to contribute to any increase in minority group isolation at any feeder school that exceeds that which the district is expected to see from year-to-year based on these assumptions.

280.20(f)(4)(i) Enrollment numbers and percentages, for minority and non-minority group students, for each magnet school for which funding is sought and each feeder school---

280.20(f)(4)(ii) Districtwide enrollment numbers and percentages for minority group students in the LEA's or consortium of LEAs' schools, for grade levels involved in the applicant's magnet schools (e.g., K-6, 7-9, 10-12)---

Please see Tables 1 through 4 on the following pages.

Table #1: Enrollment Data—WAKE COUNTY PUBLIC SCHOOL SYSTEM - LEA Level

Actual Enrollment—October 1, 2006 (Current School Year)				Projected Enrollment—Oct 1, 2007 (Year 1 of Project)				Projected Enrollment—Oct 1, 2008 (Year 2 of Project)				Projected Enrollment—Oct 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	5,479	49.4 ^a	5,619	50.6 ^a	11,098	K	6,018	50.7 ^b	5,860	49.3 ^b	11,878	K	7,139	51.3 ^b	6,380	46.7 ^b	13,519
1	5,407	48.8 ^a	5,666	51.2 ^a	11,073	1	5,902	50.1 ^b	5,831	49.9 ^b	11,733	1	6,602	52.7 ^b	5,918	47.3 ^b	12,520
2	5,009	48.1 ^a	5,401	51.9 ^a	10,410	2	5,635	49.4 ^b	5,768	50.6 ^b	11,403	2	6,439	52.0 ^b	5,969	48.9 ^b	12,418
3	4,717	46.2 ^a	5,501	53.8 ^a	10,218	3	5,142	47.5 ^b	5,691	52.5 ^b	10,833	3	6,316	50.8 ^b	6,300	49.9 ^b	12,616
4	4,693	46.9 ^a	5,318	53.1 ^a	10,011	4	5,142	48.2 ^b	5,330	51.8 ^b	10,472	4	6,293	50.8 ^b	6,100	49.2 ^b	12,393
5	4,570	47.7 ^a	5,015	52.3 ^a	9,585	5	5,160	49.0 ^b	5,375	51.0 ^b	10,535	5	6,141	51.6 ^b	5,766	48.4 ^b	11,907
6	4,494	46.7 ^a	5,133	53.3 ^a	9,627	6	4,834	48.0 ^b	5,231	52.0 ^b	10,065	6	5,818	49.5 ^b	5,947	50.3 ^b	11,765
7	4,580	47.3 ^a	5,105	52.7 ^a	9,685	7	4,912	48.6 ^b	5,199	51.4 ^b	10,111	7	5,930	51.2 ^b	5,639	48.8 ^b	11,569
8	4,435	45.6 ^a	5,284	54.4 ^a	9,719	8	4,757	47.3 ^b	5,306	52.7 ^b	10,063	8	5,742	52.4 ^b	5,213	47.6 ^b	10,955
9	5,630	50.1 ^a	5,601	49.9 ^a	11,231	9	6,143	51.7 ^b	5,723	48.3 ^b	11,866	9	7,370	56.6 ^b	5,578	43.4 ^b	12,948
10	4,072	43.2 ^a	5,346	56.8 ^a	9,418	10	4,444	44.8 ^b	5,463	53.2 ^b	9,911	10	5,358	48.4 ^b	5,604	51.6 ^b	10,962
11	3,240	38.8 ^a	5,119	61.2 ^a	8,359	11	3,516	40.1 ^b	5,293	59.9 ^b	8,809	11	4,184	43.3 ^b	5,650	57.5 ^b	9,834
12	2,813	36.8 ^a	4,825	63.2 ^a	7,638	12	3,076	37.7 ^b	5,081	62.3 ^b	8,157	12	3,663	40.1 ^b	5,482	59.9 ^b	9,145
Tot	59,139	46.2 ^a	68,933	53.8 ^a	128,072	Tot	64,683	47.8 ^b	71,403	52.2 ^b	136,086	Tot	70,510	49.0 ^b	73,525	51.0 ^b	144,035

Table #2: Year of Implementation for Existing Magnet Schools Included in the Project

School Name	First School Year as a Magnet School	School Name	First School Year as a Magnet School
Southeast Raleigh Magnet High School	1997		
Garner Magnet High School	2004		
East Garner Magnet Middle School	2004		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #3: Enrollment Data—Magnet School

Magnet School: Southeast Raleigh Magnet High School (SRMHS)																			
Actual Enrollment as of October 1, 2006 (Current School Year)				Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)							
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students
K					K					K					K				
1					1					1					1				
2					2					2					2				
3					3					3					3				
4					4					4					4				
5					5					5					5				
6					6					6					6				
7					7					7					7				
8					8					8					8				
9	393	75.1%	130	523	9	438	79.3%	114	553	9	436	76.0%	137	573	9	431	71.6%	170	601
10	325	70.2%	138	463	10	363	78.1%	102	465	10	360	71.0%	147	507	10	356	66.9%	176	532
11	332	67.2%	162	494	11	370	70.9%	153	523	11	368	68.0%	173	541	11	363	64.1%	204	567
12	288	61.9%	177	465	12	321	63.4%	170	493	12	319	62.7%	190	510	12	315	59.1%	218	533
Tot	1,338	68.8%	607	1,945	Tot	1,403	73.6%	564	2,056	Tot	1,483	69.6%	648	2,132	Tot	1,464	65.6%	768	2,232

Table #3: Enrollment Data—Magnet School

Magnet School: Garner Magnet High School (GMHS)

Actual Enrollment as of October 1, 2006 (Current School Year)		Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)										
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	
K						K						K							K					
1						1						1							1					
2						2						2							2					
3						3						3							3					
4						4						4							4					
5						5						5							5					
6						6						6							6					
7						7						7							7					
8						8						8							8					
9	421	66.3%	214	33.7%	635	9	464	68.0%	218	32.0%	682	9	458	64.7%	250	35.3%	707	9	444	60.3%	292	39.8%	736	
10	362	60.6%	235	39.4%	597	10	399	67.3%	242	37.8%	641	10	393	59.2%	272	40.8%	665	10	384	55.1%	313	44.0%	696	
11	281	56.7%	215	43.3%	496	11	310	58.1%	222	41.9%	532	11	305	55.3%	247	44.7%	553	11	308	51.5%	284	46.5%	579	
12	191	50.3%	189	49.7%	380	12	211	51.6%	198	48.4%	409	12	208	49.0%	216	51.0%	423	12	202	45.7%	241	54.3%	443	
Tot	1,255	59.5%	853	40.5%	2,108	Tot	1,384	61.1%	881	38.9%	2,265	Tot	1,364	58.1%	984	41.9%	2,348	Tot	1,330	54.1%	1,129	45.9%	2,459	

Table #3: Enrollment Data—Magnet School

Magnet School: East Garner Magnet Middle School (EGMMS)																			
Actual Enrollment as of October 1, 2006 (Current School Year)				Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)							
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students
K					K					K					K				
1					1					1					1				
2					2					2					2				
3					3					3					3				
4					4					4					4				
5					5					5					5				
6	267	78.3%	74	341	6	353	75.0%	114	337	6	251	72.0%	98	349	6	351	67.9%	119	332.1%
7	277	78.5%	76	353	7	363	75.2%	117	349	7	261	72.1%	101	361	7	260	68.0%	122	32.0%
8	257	73.4%	93	350	8	244	70.4%	103	346	8	242	67.5%	116	358	8	241	63.7%	138	36.3%
9					9					9					9				
10					10					10					10				
11					11					11					11				
12					12					12					12				
Tot	801	76.7%	243	1,044	Tot	760	73.3%	273	1,033	Tot	754	70.5%	315	1,069	Tot	753	68.3%	369	31.5%

Table 4: Enrollment Data—Feeder High Schools: Southeast Raleigh Magnet High School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)							Projected Enrollment as of October 1, 2007 (Year 1 of Project)							Projected Enrollment as of October 1, 2008 (Year 2 of Project)							Projected Enrollment as of October 1, 2009 (Year 3 of Project)						
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students			
Page 1	1,338	68.3%	607	31.2%	1,945	1,492	72.6%	564	27.4%	2,056	1,483	69.8%	648	30.4%	2,132	1,464	65.6%	768	34.4%	2,232	1,464	65.6%	768	34.4%	2,232			
Apex	433	19.5%	1,753	80.5%	2,186	451	20.9%	1,707	79.1%	2,158	516	23.1%	1,722	76.9%	2,233	595	25.4%	1,747	74.6%	2,343	595	25.4%	1,747	74.6%	2,343			
Athens Drive	825	43.8%	1,073	56.2%	1,900	848	44.8%	1,047	55.2%	1,895	933	47.0%	1,043	53.0%	1,965	1,016	49.4%	1,041	50.6%	2,057	1,016	49.4%	1,041	50.6%	2,057			
Needham	861	39.5%	1,319	60.5%	2,180	906	40.8%	1,312	59.2%	2,218	989	43.0%	1,311	57.0%	2,300	1,093	45.3%	1,316	54.7%	2,408	1,093	45.3%	1,316	54.7%	2,408			
Broughton	738	35.1%	1,317	63.9%	2,055	728	38.3%	1,164	61.5%	1,892	738	40.7%	1,168	59.3%	1,963	886	43.1%	1,168	56.9%	2,054	886	43.1%	1,168	56.9%	2,054			
Cary	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529	306	57.7%	223	42.3%	529			
East Wake	1,290	51.2%	1,205	48.3%	2,495	1,397	53.1%	1,237	46.9%	2,634	1,498	54.9%	1,233	45.1%	2,731	1,623	56.8%	1,237	43.2%	2,859	1,623	56.8%	1,237	43.2%	2,859			
William G Enloe	505	29.2%	1,233	70.8%	1,738	552	30.5%	1,255	69.5%	1,807	651	34.8%	1,222	63.2%	1,873	779	39.7%	1,183	60.3%	1,962	779	39.7%	1,183	60.3%	1,962			
Fuquay-Varina	1,335	59.5%	833	40.5%	2,168	1,384	61.1%	881	38.9%	2,265	1,664	58.3%	984	41.9%	2,348	1,330	54.1%	1,129	45.9%	2,459	1,330	54.1%	1,129	45.9%	2,459			
Gartner	533	25.1%	1,562	74.9%	2,095	547	26.4%	1,523	73.6%	2,070	614	28.6%	1,532	31.4%	2,146	696	31.0%	1,551	69.0%	2,247	696	31.0%	1,551	69.0%	2,247			
Green Hope	334	40.2%	481	59.8%	815	535	41.6%	752	58.4%	1,287	767	46.1%	896	53.9%	1,663	863	49.5%	879	50.5%	1,741	863	49.5%	879	50.5%	1,741			
Holly Springs	1,097	65.5%	577	34.5%	1,674	1,223	66.9%	605	33.1%	1,828	1,303	68.7%	594	31.3%	1,897	1,401	70.6%	584	29.4%	1,984	1,401	70.6%	584	29.4%	1,984			
Knightsdale	773	32.8%	1,583	67.2%	2,356	827	34.2%	1,593	65.8%	2,420	910	36.3%	1,599	63.7%	2,509	1,014	38.6%	1,613	61.4%	2,627	1,014	38.6%	1,613	61.4%	2,627			
Leesville Road	680	35.6%	1,229	64.4%	1,909	676	37.0%	1,153	63.0%	1,829	781	41.2%	1,116	58.8%	1,896	914	46.1%	1,071	53.9%	1,985	914	46.1%	1,071	53.9%	1,985			
Middle Creek	1,300	58.3%	933	41.7%	2,233	1,438	59.6%	974	40.4%	2,412	1,556	61.4%	964	38.6%	2,501	1,658	63.3%	960	36.7%	2,618	1,658	63.3%	960	36.7%	2,618			
Millbrook	317	15.5%	1,736	84.5%	2,053	524	36.8%	808	63.2%	1,422	651	39.1%	1,003	60.9%	1,663	725	41.7%	1,016	58.3%	1,741	725	41.7%	1,016	58.3%	1,741			
Panther Creek	884	44.2%	1,103	55.8%	1,987	906	46.1%	1,061	53.9%	1,967	984	48.3%	1,055	51.7%	2,039	1,030	48.3%	1,105	51.7%	2,135	1,030	48.3%	1,105	51.7%	2,135			
Sanderson	56	57.3%	41	42.7%	97	95	59.1%	65	40.9%	160	101	60.9%	65	39.1%	166	109	62.8%	65	37.2%	174	109	62.8%	65	37.2%	174			
Wake Early College																												

Table 4: Enrollment Data—Feeder High Schools: Southeast Raleigh Magnet High School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	
Page 2 Cont	1,338	68.3%	607	31.2%	1,945		1,492	72.6%	564	27.4%	2,056		1,483	69.6%	648	30.4%	2,132		1,464	65.6%	768	34.4%	2,232	
Wake Forest-Rolesville	528	37.8%	1,358	73.2%	1,886		585	29.2%	1,422	70.8%	2,007		652	31.3%	1,439	68.7%	2,091		735	33.7%	1,444	66.3%	2,179	
Wakefield	963	49.9%	1,409	59.4%	2,372		1,079	41.9%	1,494	58.1%	2,573		1,175	44.9%	1,493	56.0%	2,668		1,294	46.3%	1,499	53.7%	2,793	
East Wake School of Health Science	181	48.5%	192	51.5%	373		224	49.9%	226	50.1%	450		233	49.9%	234	50.1%	467		244	49.9%	245	50.1%	488	
East Wake School of Integrated Technology	142	58.3%	102	41.8%	244		227	59.5%	154	40.5%	381		242	61.3%	153	38.7%	395		262	63.2%	152	36.8%	414	
East Wake School of Arts, Education & Global Studies		USE AS APPROPRIATE		USE AS APPROPRIATE			346	57.7%	180	42.3%	426		261	59.1%	181	40.9%	442		280	60.6%	182	39.4%	462	
East Wake School of Engineering Systems		USE AS APPROPRIATE		USE AS APPROPRIATE			201	51.7%	188	48.3%	389		214	53.1%	189	46.9%	403		231	54.7%	191	45.3%	422	
District Enrollment 9-12	13,327	42.7%	20,875	57.3%	36,402		17,093	44.3%	21,453	55.7%	38,546		18,644	46.1%	21,836	53.9%	40,480		20,241	47.8%	22,144	52.2%	42,385	

Table 4: Enrollment Data—Feeder High Schools: Garner Magnet High School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	
Garner High	1,357	50.5%	1,333	40.3%	2,690		1,384	61.1%	881	38.9%	2,265		1,364	58.1%	984	41.9%	2,348		1,330	54.1%	1,129	45.9%	2,459	
William G Enloe	1,290	51.7%	1,305	48.3%	2,595	X	1,397	53.1%	1,237	46.9%	2,634		1,498	54.9%	1,233	45.1%	2,731		1,623	56.8%	1,237	43.2%	2,859	
Fuquay-Varina	505	29.2%	1,323	70.8%	1,730		552	30.5%	1,255	69.5%	1,807		631	34.8%	1,223	65.2%	1,853		779	39.7%	1,183	60.3%	1,962	
Holly Springs	324	40.3%	461	59.8%	785		535	41.6%	752	58.4%	1,287		767	46.1%	806	53.9%	1,573		863	49.5%	879	50.5%	1,741	
Knightdale	1,059	65.3%	557	34.8%	1,616		1,223	66.9%	605	33.1%	1,828		1,303	68.7%	594	31.3%	1,897		1,401	70.6%	584	29.4%	1,984	
Middle Creek Southeast	680	33.6%	1,329	64.4%	1,909		676	37.0%	1,153	63.0%	1,829		781	41.3%	1,116	58.8%	1,896		914	46.1%	1,071	53.9%	1,985	
Raleigh	1,338	68.8%	607	31.2%	1,945	X	1,492	72.6%	564	27.4%	2,056		1,483	69.8%	648	30.4%	2,133		1,464	65.6%	768	34.4%	2,232	
Wake Early College	56	57.7%	41	42.3%	97	X	95	59.1%	65	40.9%	160		101	60.9%	65	39.1%	166		109	62.8%	65	37.2%	174	
District Enrollment 9-12	15,333	42.7%	20,873	57.3%	36,403		17,093	44.3%	21,453	55.7%	38,546		18,644	46.1%	21,836	53.9%	40,480		20,241	47.8%	22,144	52.2%	42,385	

Table 4: Enrollment Data—Feeder Middle Schools: East Garner Magnet Middle School

Schools	Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Magnet(s)	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students			
Feeder																								
East Garner Middle	801	36.7%	243	33.1%	1,044		760	73.5%	273	26.5%	1,033	754	70.5%	313	30.5%	1,069	752	66.5%	379	33.5%	1,131			
Carnage	822	73.2%	301	26.8%	1,123	X	777	74.3%	269	25.7%	1,046	819	73.7%	263	24.3%	1,082	884	77.2%	261	22.8%	1,145			
Centennial Campus	262	45.1%	319	54.9%	581	X	294	47.4%	327	52.6%	621	321	49.9%	322	50.1%	642	339	49.9%	340	50.1%	680			
Dillard Drive	449	44.5%	553	55.5%	1,004		501	46.5%	576	53.5%	1,077	531	48.6%	573	51.4%	1,104	573	48.6%	606	51.4%	1,179			
Fuquay Varina	330	33.4%	639	64.6%	969		365	37.2%	614	62.8%	979	399	39.4%	614	60.6%	1,013	452	42.2%	619	57.8%	1,072			
Holly Ridge	432	35.2%	833	64.8%	1,265		449	36.9%	768	63.1%	1,217	489	38.9%	770	61.1%	1,259	552	41.4%	780	58.6%	1,332			
Ligon	571	52.8%	511	47.2%	1,082	X	596	53.9%	511	46.1%	1,107	633	53.3%	512	44.7%	1,145	688	56.8%	524	43.2%	1,212			
Lufkin Road	340	31.9%	738	68.1%	1,078		378	33.7%	746	66.3%	1,124	415	37.5%	748	64.3%	1,163	472	38.4%	759	61.6%	1,230			
Moore Square																								
Museum	325	62.6%	193	37.4%	518		353	63.7%	201	36.3%	554	373	63.1%	206	34.9%	579	404	66.6%	202	33.4%	606			
North Garner	622	74.3%	215	28.8%	837		793	72.3%	303	27.7%	1,096	836	73.7%	298	26.3%	1,134	903	75.2%	297	24.8%	1,200			
West Lake	383	28.8%	951	71.2%	1,334		444	30.4%	1,014	69.6%	1,458	487	32.3%	1,021	67.7%	1,508	554	34.7%	1,042	65.3%	1,596			
District Enrollment 6-8	3,345	46.4%	3,511	53.6%	6,856		14,440	48.0%	15,673	52.0%	30,113	13,834	49.3%	16,159	50.7%	31,994	17,439	51.0%	16,770	49.0%	34,209			

Table 5: Selection of Students

Magnet School(s): Southeast Raleigh MHS

Check the appropriate box:

- Academic examination is a criterion in the magnet school selection process.
 Academic examination is not a criterion in the magnet school selection process

Describe the student selection process.

SRMHS is a one-of-a-kind magnet themed school in our district, therefore, application to the school is open to all students in WCPSS. The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district's elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration—middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

- ROUND ONE
 - Live in a node where the SES percentage for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the SES for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
 - Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
 - Submitted a valid application for the same program the previous year.
- ROUND TWO
 - Same as Round One with deletion of previous year's application
- ROUND THREE
 - Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.
- ROUND FOUR
 - Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
 - Assigned to a base school where the SES for elementary aged children is less than 40% AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Magnet School(s): Garner MHS

Check the appropriate box:

- Academic examination is a criterion in the magnet school selection process.
 Academic examination is not a criterion in the magnet school selection process

Describe the student selection process.

GHS is one of three magnet high schools with the International Baccalaureate theme. Each of the three IB high schools has its own "draw area". All students in the district may apply to an IB magnet high school; however, the particular IB magnet high school to which a student may apply is determined by the draw area in which the student lives. The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district's elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration --middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

- ROUND ONE
 - Live in a node where the SES percentage for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the SES for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
 - Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
 - Submitted a valid application for the same program the previous year.
- ROUND TWO
 - Same as Round One with deletion of previous year's application
- ROUND THREE
 - Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.
- ROUND FOUR
 - Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
 - Assigned to a base school where the SES for elementary aged children is less than 40% AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Magnet School(s): East Garner MMS

Check the appropriate box:

- Academic examination is a criterion in the magnet school selection process.
 Academic examination is not a criterion in the magnet school selection process

Describe the student selection process.

EGMMS is one of three magnet middle schools with the International Baccalaureate Middle Years Programme (MYP) theme. Each of the three IB MYP magnet schools has its own “draw area”. All students in the district may apply to an IB MYP magnet school; however, the particular IB MYP magnet school to which a student may apply is determined by the draw area in which the student lives. The selection of students for magnet schools is governed by the WCPSS Student Assignment Policy, and by the district’s elementary, middle and high school magnet school selection procedures. WCPSS utilizes a set of predefined selection criteria and a lottery should students be comparable on the selection criteria. The selection process for secondary schools is as follows:

First priority - Siblings of present magnet students identified on the intent form.

Second priority - Students currently attending a magnet school and have a magnet status, have a priority to attend a magnet school in the next grade configuration—middle or high school.

After assigning the students who meet the criteria above, the school will determine the number of vacancies available; 90% of these vacancies will be filled from valid applications in the following order:

- ROUND ONE
 - Live in a node where the SES percentage for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the SES for elementary aged children is at least 5% below the county average AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less AND
 - Assigned to a base school that has a current crowding factor above 100% of the adjusted building capacity AND
 - Submitted a valid application for the same program the previous year.
- ROUND TWO
 - Same as Round One with deletion of previous year’s application
- ROUND THREE
 - Same as Round Two with the revision of the crowding factor to be above 90% of the adjusted building capacity.
- ROUND FOUR
 - Assigned to a base school that has a crowding factor above 90% of the adjusted building capacity AND
 - Assigned to a base school where the SES for elementary aged children is less than 40% AND
 - Assigned to a base school where the 2-year average of Level I and II percentage students tested is 20% or less

Ten percent (10%) of vacancies identified above will be filled randomly from all remaining valid applications.

Table 6: Revised Magnet Schools

Magnet School: Southeast Raleigh MHS

Nature of Revision or Change to the Magnet School

The introduction of a New Tech High School cohort, upgrades in technology, and a move towards leadership as defined by the renowned Partnership for 21st Century Skills are the significant revisions to the existing leadership and technology magnet high school.

Explanation of How or Why the Revision Is Significant

The attraction to the technology theme at SRMHS has diminished over time as newer high schools with newer technologies have opened in the high growth areas of our district. The introduction of a New Tech High School will enable SRMHS to reclaim its reputation as the flagship technology high school in the district. The leadership theme also needs clearer definition and relevance for students. The significant revisions to the theme at SRMHS will serve to increase the number of viable applicants to the magnet school and, in doing so, decrease the trend of minority group isolation there.

Magnet School: Garner MHS

Nature of Revision or Change to the Magnet School

The development of rich international and arts opportunities that employ best practices and broad community support will be the focus of the significant revisions to the International Baccalaureate high school. In addition, the school will attempt to grow the existing IB Middle Years Programme so that a larger and more diverse group of students will be prepared to enter the Diploma Programme.

Explanation of How or Why the Revision Is Significant

The IB program at GMHS has yet to attract enough viable student applicants to decrease minority group isolation at the school. Furthermore, the school suffers with lower academic performance than most of the district high schools and experiences a significant dropout rate. In addition, only a very small percentage of students currently apply for the IB Diploma Programme offered at the school. The international and arts opportunities will be created in such a way that students at the high school will likely find more relevance in the daily IB instructional program, gain support from the community beyond the school walls, apply to the Diploma Programme in increased numbers, and experience academic success at school. Over time, the revisions and the successes which follow will serve to increase the overall image of the school, thereby increasing its attractiveness in the district.

Magnet School: East Garner MMSNature of Revision or Change to the Magnet School

The significant revisions at EGMMS are similar to the revisions planned for Garner Magnet High School in that the focus is on expanding the arts and offering extensive international opportunities to build intercultural awareness among staff and students. These components of IB will be expanded through new interdisciplinary units of study in core classes that are developed based on the inquiry instructional approaches implicit in IB philosophy. Teachers from all disciplines will be involved in creating the units. Additionally, MSAP funding will be used to create opportunities for international partnerships for both teachers and students.

Explanation of How or Why the Revision Is Significant

East Garner Magnet Middle school is a feeder school to Garner Magnet High School. The two neighboring schools suffer similarly due to unhealthy student populations high in minority group isolation and below standard academic achievement. In order to strengthen the alignment to the high school and the overall program at EGMMS, the IB areas of arts and internationalism will be expanded in a way that will improve interdisciplinary instruction, incorporate broad community support, increase academic achievement for students, and improve the attractiveness of the IB program at the school. Minority group isolation at the school will decrease as applications to the school increase. Over time, the foundational academic experiences gained at EGMMS will increase the likelihood of success for students going on to Garner Magnet High School.

280.20(f)(5) For an LEA or consortium of LEAs that seeks assistance for new magnet schools

This section is not applicable to our proposal...all schools in this proposal for which assistance is sought are existing magnet schools in the Wake County Public School System.

280.20(g) An applicant that does not have an approved desegregation plan, and demonstrates that it cannot provide some portion of the information requested under paragraphs (f)(4) and (5) of this section may provide other information [...]

WCPSS is able to provide the necessary information requested under paragraphs (f)(4) and (f)(5) of this section.

280.20(h) After reviewing the information provided in response to (f)(4) and (5) of this section, or as provided under paragraph (g) of this section, the Secretary may request other information, if necessary (e.g., demographic data concerning the attendance areas in which the magnet schools are or will be located), to determine whether to approve an LEA's or consortium of LEAs' plan.

WCPSS will be pleased to respond to any requests for additional information.

280.20(i)(1) How the applicant will use assistance made available under this part to promote desegregation, including how the proposed magnet school project will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

Each of the programs in the three magnet schools in this proposal was chosen on the basis of its strength to attract students from diverse backgrounds with the significant revisions described in this proposal. The Quality of Project Design section of this application supports the attractiveness of each project to students from varied geographic and socioeconomic backgrounds with a broad range of talents, interests, and abilities.

280.20(i)(2) How and to what extent the assistance will increase student achievement in instructional areas offered;

The projects described in this MSAP application will increase student achievement as aligned with the state's standard course of study on the End-of-Grade (middle school) and End-of-Course (high school) tests administered by the state. Strategies and annual benchmarks for improvement in student achievement have been established in our proposal.

280.20(i)(3) How the LEA or consortium of LEAs will continue the magnet schools project after assistance under this program is no longer available, including, if applicable, why magnet schools cannot be continued without the use of funds under this part;

WCPSS will continue the magnet schools project after assistance under this program is no longer available. WCPSS has shown its commitment by the voluntary establishment of 36 magnet schools and by continued support and maintenance of these schools with local dollars. With each expansion of the magnet network, the district has provided support with local funds to finance personnel, equipment, and training needs. Further indication of the strong commitment of the district is its continued support of the position of senior director of magnet schools.

administrative magnet programs staff and secretarial assistance, along with a stand-alone facility for the Magnet Programs Center.

From 1993 through 2000, the district provided furniture, office space, and telephone service to the MSAP project coordinator, the secretary/bookkeeper, and the MSAP recruiter. In November 1999, the district opened the Magnet Resource Center in an old building on the campus of Millbrook Elementary School. This center is a year-round recruiting hub for magnet programs and provides workspace for the MSAP project staff. Each magnet school in the district has a display area at the Magnet Resource Center that includes pictures, videotapes, student artwork, and brochures. Families who move into the district are able to visit the center and become familiar with magnet schools in advance of the annual recruiting season. By providing a specific space for ongoing magnet recruiting, the district again shows its support and commitment to magnet programs as a part of its recurring budget.

280.20(i)(4)(i) How assistance will be used to improve student academic achievement for all students attending the magnet school programs; and

WCPSS is prepared for a new level of excellence with its magnet programs. Decades of developing, implementing, and assessing magnet programs have prepared the district to offer the innovative and high-caliber programs that constitute this project.

Each school's magnet theme is tied to specific objectives that address the strengthening of students' reading and writing skills or the knowledge of mathematics, science, history, geography, English, foreign language, art, or music. All curriculum units developed for the project schools will be closely aligned with North Carolina Standard Course of Study objectives. WCPSS Curriculum and Instruction Department senior administrators and the senior

administrator for magnet curriculum will approve newly developed curriculum only if this criterion is met. Moreover, every school has a goal and associated objectives with measurable outcomes for increasing student performance in the core areas, as assessed by the state's testing program and reported per North Carolina's ABCs of Accountability and NCLB AYP guidelines. Rigorous curriculum, challenging content, and high performance standards form the cornerstone of Project Renaissance.

280.20(i)(4)(ii) Implement services and activities that are consistent with other statutes, as appropriate; and

In preparing the Project Renaissance proposal, the school district has adhered closely to the federal statutes and regulations, terms and conditions, competitive priorities, purposes and specifications of the MSAP grant program. The district has aligned three major goals (Desegregation and Choice, Building Capacity, Academic Achievement) and the six MSAP purposes with a set of objectives and associated measurable outcomes, all calibrated to achieve the purposes of the grant program, in keeping with expectations of the federal NCLB legislation and North Carolina's ABCs program of accountability for achievement results. The districts adheres to the highest standards, including:

1. Accountability for results:
 - The annual evaluation plan required of the MSAP will assess progress in all aspects of the objectives; and
 - Data-driven decisions will make programs stronger and will ensure that children are receiving the best education possible.
2. An emphasis on doing what works based on scientific research:

- Programs and strategies chosen for Project Renaissance are those with proven results; and
 - Quality programs will give more information to teachers and principals allowing them to make necessary changes to meet the needs of every child.
3. Expanded parental options:
- Magnet programs in this district have offered options to parents for over 20 years. The implementation of Project Renaissance will strengthen these options through capacity building, will provide clearer alignment of all magnet programs K-12, and will sustain program improvements after funding ends;
 - The district has in place a strong recruitment and marketing plan to make families aware of their options. Magnet fairs and other events are held to reach out to parents and students;
 - A strong communication plan will report student progress and activities to parents with students in low-performing schools on a regular basis; and
 - Parents with students at low-performing WCPSS schools can use student achievement results and school AYP status, as reported by the district, to make decisions about opting for higher-performing schools.
4. Expanded local control and flexibility:
- Curriculum will be developed following federal, state, and local guidelines; funds will be used to support new curriculum documents as they relate to themes;
 - Professional development related to each project theme will ensure that teachers have the skills necessary to deliver the promised activities.

280.20(i)(5) [and] What criteria will be used in selecting students to attend the proposed magnet schools projects.

The criteria that will be used in selecting students to attend the proposed magnet school projects have been described in full in the information presented above on the district’s voluntary desegregation plan and also included in “Table 5: Selection of Students” of this section.



Town of Garner

Post Office Box 446 • Garner, North Carolina 27529
Phone 919-772-4688 • FAX 919-662-8874

Ronnie S. Williams
MAYOR

April 17, 2007

Dr. Kenneth Branch
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Mr. Branch,

The purpose of this letter is to assure you of the full support of the Garner Mayor and Board of Aldermen for your proposal to the U.S. Department of Education through its Magnet Schools Assistance Program (MSAP) for funds to assist in the further development of magnet school programs in Wake County.

It is an honor that two schools from Garner have been selected to participate in this proposal. We are very much aware of the WCPSS magnet schools program and sincerely appreciate the manner in which these programs have been implemented. It is imperative that we continue to make progress, and, accordingly, I respectfully request the significant revisions of magnet school programs at Garner Magnet High School and East Garner Middle School, as well as Southeast Raleigh Magnet High School. These are excellent program revisions that will continue to create strength in our schools.

The Town of Garner and its citizens have had a strong ongoing relationship with the public school system in Wake County and accordingly offer our support to maintain and build on that relationship. Please accept this letter as Garner's strong endorsement of your MSAP grant proposal to the U.S. Department of Education.

Sincerely,


Ronnie Williams, Mayor



Supporting Innovation in Education
1040 Main Street, Suite 302
Napa, California 94559
t 707.253.6951
f. 707.253.6993
www.newtechfoundation.org
Tax ID #68-0436871

April 10, 2007

Bill Carruthers, Ph.D., Senior Director
Grants Administration and Compliance Reporting
Wake County Public School System
Raleigh, NC 27611

Dear Dr. Carruthers,

New Technology Foundation is pleased to be asked to provide pricing for East Wake to access the New Technology High School suite of tools that support the classroom management of the NTHS model. While you are not planning a full replication of the NTHS model, you have expressed interest in accessing the tools that assist teachers in managing and presenting the project based learning environment to students at Southeast Raleigh Magnet High School and the East Wake School of Integrated Technology.

As a non-profit organization, it is not our intent to profit from the extensive use of our intellectual property but rather NTF intends over the next 2-3 years to make these tools more readily accessible to those who desire to move to team taught, project and problem based environments in order to better engage students and cause there to be not only reasons to learn but higher success with learning.

NTF has determined for the purposes you propose that the pricing for the training and use of our tools for a non-replication site such as yours is as follows:

Year one: \$110k

This fee includes:

Training and support (first year)

- 2-day shadowing session at NTHS for up to five administrators or teachers

- 5-day training in use of the tools and PBL design

- 2-day technical training session in NTHS Learning System tools.

- Up to 80 hours of technology and LS tools support. Additional support on a fee-for-service basis provided at \$100/hour for 25 hours (minimum block of 25 hours).

- Access to NTF's enrollment in the IBM Scholars Program for Lotus Notes client licenses for all teachers for Year One.

NOTE: All travel and expenses for School District personnel to attend training/shadowing sessions at NTF will be the sole responsibility of the School District. In addition, all travel and expenses for NTF personnel to provide on-site support and/or training will be paid by the School District. Those expenses will be reasonable and mutually agreed upon.

Year two and beyond: \$60-75k per year for subsequent years, depending on the number of students, which affects the cost of hosting the application.

This fee includes:

Training and support (subsequent years)

2-day training in use of the tools and PBL design

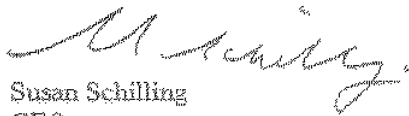
2-day technical training session in NTHS Learning System tools.

Up to 80 hours of technology and LS tools support. Additional support on a fee-for-service basis provided at \$100/hour for 25 hours (minimum block of 25 hours).

NOTE: All travel and expenses for School District personnel to attend training/shadowing sessions at NTF will be the sole responsibility of the School District. In addition, all travel and expenses for NTF personnel to provide on-site support and/or training will be paid by the School District. Those expenses will be reasonable and mutually agreed upon.

Please call if you need further explanations.

Respectfully,



Susan Schilling

CEO

New Technology Foundation

THE NEWS & OBSERVER
newsobserver.com

Life enriched.

Orage Quarles III
President/Publisher
919-829-4659

April 12, 2007

Dr. Kenneth Branch
Magnet Programs Office
Wake County Public Schools
3600 Wake Forest Road
Raleigh, NC 27611

Dear Dr. Branch:

I am writing in support of Wake County Public Schools' efforts to procure the \$10 million 2007 – 2010 Magnet Schools Assistance Program Grant.

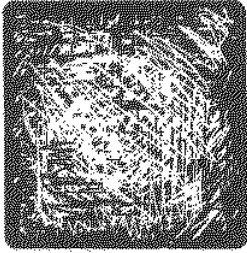
As I understand it, this grant will be used to revise magnet school programs in place at three existing Wake County schools – Southeast Raleigh Magnet High School, Garner Magnet High School and East Garner Magnet Middle School. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be everyone's priority, and The News & Observer is eager to encourage efforts that support this goal. We hope that strong consideration is given to awarding Wake County Public School System this grant.

Sincerely,



Orage Quarles III



BURNING C O A L THEATRE COMPANY

P. O. Box 90904
Raleigh, NC 27675
919.834.4001
www.burningcoal.org

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James West
Smedes York

March 23, 2007

To Whom It May Concern:

I writing am in support of the enclosed proposal for a long-format residency at Garner IB Magnet Middle School through our WillPower! education outreach program.

Burning Coal has been working with Triangle area schools for eight years, bringing professional Guest Artists into the classroom to introduce students to the power of the theatre. The Guest Artist works with the school's drama and English instructors to create a program tailored to the needs of the students and focused on improving literacy through playwriting, teaching professional-level voice and movement skills, and introducing students to classical plays from around the world. Our program has won accolades for its outstanding work involving the plays of Shakespeare, but we have also developed curricula around the plays of Moliere, Brecht, Lorca, Sophocles and others from the world's dramatic literature. As you are aware, the impact of arts education is demonstrable on academic achievement across the curriculum, and the program's goal is to improve the quality of arts education for participating students and to provide educational opportunities for participating teachers; education that may then be carried forward to future classes.

Burning Coal Theatre Company is an incorporated, non-profit [501 (c) (3)] organization. Our mission is to produce literate, visceral, affecting theatre that is experienced, not simply seen. Race and gender non-specific casting are an integral component of our perspective, as well as an emphasis on regional playwrights. Since its inaugural season in 1997, Burning Coal Theatre Company has been recognized for the excellence of its productions, unique in their commitment to overlooked classic and contemporary plays. Indication of our high quality can be seen in the acclaim recently received from Raleigh's major print publications, including the News & Observer and the Independent. We have received past funding from the Schubert Foundation, the Triangle Community Foundation, BB&T, local area Target stores, and the North Carolina Humanities Council.

Please call me at (919) 834-4001 if you have any questions. If you'd like to visit, or attend a Burning Coal production to get an idea of our company's level of professionalism and the impact of our work, please don't hesitate to call or write.

Best regards,

Jerome Davis
Artistic Director

DAVID PRICE
4TH DISTRICT
NORTH CAROLINA

COMMITTEE ON APPROPRIATIONS
HOMELAND SECURITY
MILITARY QUALITY OF LIFE
AND VETERANS AFFAIRS



CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515

April 20, 2007

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Dr. Kenneth Branch
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Dr. Branch:

I am writing in support of the Wake County Public School System's (WCPSS) grant application for funding through the U.S. Department of Education's Magnet School Assistance Program (MSAP).

This grant would make a significant contribution to the continued growth and development of magnet programs in the district. Additionally, the MSAP award would help WCPSS increase its capacity to offer broader choices to Wake County citizens by offering unique programs for students, increasing parental participation, and raising academic standards.

WCPSS is currently the 21st largest school district in the United States and has absorbed tremendous growth, as the Wake County area has been acknowledged as one of the top places in the nation to live, work and raise a family. WCPSS currently welcomes more than 7,000 additional students each academic year.

I am very proud of WCPSS and the services it provides to Wake County's children, families and the greater community. I hope the US Department of Education will give the proposal all due consideration.

Sincerely,

A handwritten signature in black ink that reads "David Price". The signature is fluid and cursive, with the first letters of "D" and "P" being significantly larger and more stylized.

David Price
Member of Congress

DP: mm

April 12, 2007

Dr. Kenneth Branch
Senior Director of Magnet Programs

(b)(6)

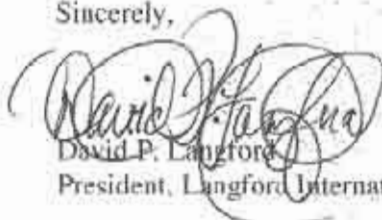
Dear Dr. Branch:

I have trained teachers, administrators and support staff at the Wake County Public School System in how to implement improvement processes in learning environments, specifically how to develop life-long learning and leadership skills using project based learning models. Wake County Public School System has moved to tracking student learning using capacity learning matrixes for portfolio development, and developing thematic and interdisciplinary approaches to increase intrinsic learning and achievement in students who attend their schools. Wake County Public School System prepares students to meet and exceed expectations of the 21st century. Key components to this success are understanding the value of teaming and teamwork, exponential learning, intrinsic motivation, process learning and how to apply knowledge in learning and work environments.

I believe that Wake County Public School System has made tremendous gains in understanding improvement processes and how to apply and standardize those processes. With continued support for administrative, teacher and student training programs, their students will be enabled to develop and implement quality strategies, organized thought processes and critical thinking skills. Students will continue to develop purpose and vision in learning, which will then transfer to the work environment, and society as well.

The transformation of learning organizations is built upon rich learning environments such as those found at the Wake County Public School System. I believe the U.S. Dept. of Education's Magnet Schools Assistance Program, Project Renaissance, will support their educational programs and contribute greatly to their continued success.

Sincerely,



David P. Langford
President, Langford International, Inc.



STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
20301 MAIL SERVICE CENTER • RALEIGH, NC 27699-0301

MICHAEL F. EASLEY
GOVERNOR

March 9, 2004

Caroline Massengill, Senior Director
Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Ms. Massengill:

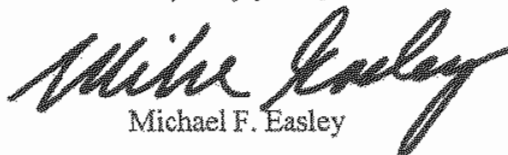
It gives me great pleasure to support Wake County's application for the Magnet Schools Assistance Program (MSAP). Wake County's goal to prepare students to meet the demands of the 21st century information age and the changing social dynamics of a diverse society is commendable.

I understand the MSAP project, entitled *Horizons: Expanding Opportunities for Success in the 21st Century*, establishes one new magnet school program and significantly revises four existing programs. This project aims to enhance the appeal of the four programs to attract a diverse enrollment and contribute to improved academic achievement for all students.

I am delighted for the opportunity to support a program that will strengthen opportunities for the community and for students in our schools.

With kindest regards, I remain

Very truly yours,


Michael F. Easley

MFE:AM:sc



PUBLIC SCHOOLS OF NORTH CAROLINA

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DEPARTMENT OF PUBLIC INSTRUCTION :: Michael E. Ward, *State Superintendent*

February 24, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

On behalf of the North Carolina Department of Public Instruction, I would like to express our support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. The Department of Public Instruction will work closely with the school system in this most important effort.

As I understand it, this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. New magnet school programs are to be established at North Garner Middle School. The goals of these projects are to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe High School and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and the North Carolina Department of Public Instruction is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the North Carolina Department of Public Instruction working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else the State of North Carolina can do to support these or future programs.

Sincerely,

Michael E. Ward

MEW/gnd

OFFICE OF THE STATE SUPERINTENDENT

MICHAEL E. WARD, State Superintendent :: EMAIL mward@dpi.state.nc.us

6301 Mail Service Center :: Raleigh, North Carolina 27699-6301 :: 919.807.3430 :: Fax 919.807.3445

JOHN EDWARDS
NORTH CAROLINA
(202) 224-3154

United States Senate
WASHINGTON, DC 20510-3306

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AND PENSIONS
JUDICIARY
SMALL BUSINESS
INTELLIGENCE

February 23, 2004

Mr. Steve Brockhouse
U.S. Department of Education
400 Maryland Avenue SW
Room 3E112
Washington, DC 20202

Dear Mr. Brockhouse:

I am writing on behalf of the Wake County Public School System (WCPSS), which is applying for funding through the Magnet Schools Assistance Program (MSAP). I wholeheartedly support their proposal and would appreciate your giving it careful consideration.

WCPSS is currently the nation's 25th largest school district with nearly 109,000 students. It has received four MSAP grants in recent years, including the past three consecutive grant cycles. These grants have enabled WCPSS to attract a diverse group of students to its magnet schools and increase the achievement level of all students.

The current request is for \$10 million to create or revise magnet themes at two elementary schools, a middle school and two high schools. Given its proven record of success, I am confident that WCPSS will put these grants monies to good use.

Thank you for giving me the opportunity to express my support for the proposal submitted by WCPSS. I am grateful for any support that you can provide. Please keep Anthony Petty in my Raleigh office (919-856-4245) updated on the status of this application.

Yours sincerely,



John Edwards

JE/ap

ELIZABETH DOLE
NORTH CAROLINA

RUSSELL SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-6342
FAX: (202) 224-1100

United States Senate

WASHINGTON, DC 20510

COMMITTEES
ARMED SERVICES
BANKING, HOUSING, AND
URBAN AFFAIRS
AGRICULTURE, NUTRITION, AND
FORESTRY
SPECIAL COMMITTEE ON AGING

February 24, 2004

The Honorable Rod Paige
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Paige:

I am writing on behalf of the Wake County Public School System (WCPSS), which recently applied for financial aid in the U.S. Department of Education Magnet Schools Assistance Program (MSAP).

The school district has experienced significant population growth in the last two decades and a commensurate increase in student enrolment making it the 25th largest school district in the country. Since 1991, 44 new schools have been opened to accommodate the growth, bringing the total number of schools in the district to 134. Despite these logistical obstacles, the WCPSS has been an example for Magnet Schools around the nation for student achievement. 92% of their students perform at or above grade level, which is a testament to their commitment to lowering the achievement gap. According to a February 24th AP article, the Wake and Mecklenburg County public school systems were ranked among the ten best big-city systems in a Forbes Magazine survey.

I would appreciate your consideration of this application according to its merit. Again, thank you for your time and I look forward to hearing from you.

With my warmest best wishes,



RALEIGH OFFICE:
310 NEW BERN AVENUE
SUITE 122
RALEIGH, NC 27601
(919) 856-4630
FAX: (919) 856-4053

SALISBURY OFFICE:
225 NORTH MAIN STREET
SUITE 304
SALISBURY, NC 28144
(704) 633-5011
FAX: (704) 633-2937

DAVID PRICE
4TH DISTRICT
NORTH CAROLINA

COMMITTEE ON APPROPRIATIONS
TREASURY, POSTAL SERVICE
AND GENERAL GOVERNMENT

VETERANS' AFFAIRS,
HOUSING AND URBAN DEVELOPMENT
AND INDEPENDENT AGENCIES



CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, DC 20515
February 20, 2004

OFFICES:
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WASHINGTON, DC 20515
(202) 225-1784

PALISADES ON TRINITY
5400 TRINITY PLACE, SUITE 205
RALEIGH, NC 27607-3815
(919) 859-5999

88 VILCOM CENTER, SUITE 140
CHAPEL HILL, NC 27514-1680
(919) 967-7924

N.C. MUTUAL PLAZA
411 WEST CHAPEL HILL STREET
DURHAM, NC 27701-3642
(919) 688-3004

The Honorable Rod Paige
Secretary, U. S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary Paige:

I am writing in support of the Wake County Public School System's (WCPSS) grant application for the Magnet Schools Assistance Program (MSAP). I represent Wake County in the Fourth Congressional District and am very proud of their Superintendent Bill McNeal, who was today named "National Superintendent of the Year" by the American Association of School Administrators.

Selection of the five schools in the grant application followed a thorough review of the district's successful magnet program, which has grown from two schools in 1977 to 50 in 2004. The new magnet initiatives are expected to offer rigorous curriculum, accelerated studies, community inclusion and relevant applications of knowledge to the challenges that lie ahead for our students in the 21st century.

The WCPSS is the 25th largest in the United States and has absorbed enormous growth as the area has been acknowledged as one of the top places to live, work and raise a family in the nation. The system currently welcomes more than 4,000 additional students each academic year. The MSAP award will make a significant contribution to the continued growth and development of magnet programs in the district and will help WCPSS increase its ability to offer broader choices to Wake County citizens by making unique programs accessible to all students, increasing parental participation by providing opportunities for choice, and raising standards for the entire district.

I appreciate Wake County's exceptional efforts on behalf of our public school students and hope that you will give their application all due consideration.

Sincerely,

A handwritten signature in black ink that reads "David Price". The signature is written in a cursive style with a large, prominent "D" and "P".

David Price
Member of Congress

DP:ra

BOB ETHERIDGE
20 DISTRICT, NORTH CAROLINA

COMMITTEE ON AGRICULTURE

SUBCOMMITTEES:
SPECIALTY CROPS AND FOREIGN
AGRICULTURE PROGRAMS
GENERAL FARM COMMODITIES AND
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RESEARCH

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HOMELAND SECURITY

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RESEARCH AND DEVELOPMENT

SENIOR WHIP



Congress of the United States
House of Representatives
Washington, DC 20515

March 4, 2004

1533 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4531

DISTRICT OFFICES:

SUITE 490
225 HILLSBOROUGH STREET
RALEIGH, NC 27603
(919) 829-9122
1 (888) 262-6202

P.O. Box 1258
609 NORTH 1ST STREET
LILLINGTON, NC 27546
(910) 814-0335
1 (866) 384-3743

www.house.gov/etheridge

The Honorable Roderick R. Paige
Secretary
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0001

Dear Secretary Paige:

I am writing to express my strong support for the Wake County Public School System's (WCPSS) application to the Magnet Schools Assistance Program (MSAP). As a former North Carolina Superintendent of Public Instruction, I know firsthand of this district's outstanding track record of serving the educational needs of Wake County's children.

As the 25th largest school system in the nation with ongoing significant population growth, the Wake County Public School System faces many challenges. In order to meet the overriding goal of preparing students to meet the demands of the 21st century information age and the changing social dynamics of a diverse society, WCPSS has stretched its resources as much as possible. Funding through the Magnet Schools Assistance Program will allow for the continued improvement and growth of the Magnet School Program through the development of a new project for 2004-2007, Horizons: Expanding Opportunities for Success in the 21st Century. Horizons will establish one new magnet school and significantly revise four existing magnet school programs.

Wake County Public School System's Horizons project represents a farsighted plan that epitomizes the district's commitment to providing sound and innovative educational opportunities for all students. I respectfully request your full and favorable consideration of this proposal. If I can offer any assistance, please do not hesitate to contact me.

Sincerely,

Bob Etheridge
Member of Congress

BRAD MILLER
13TH DISTRICT, NORTH CAROLINA

COMMITTEE ON FINANCIAL SERVICES
CAPITAL MARKETS
HOUSING AND COMMUNITY OPPORTUNITY

COMMITTEE ON SCIENCE
ENVIRONMENT, TECHNOLOGY, AND STANDARDS
ENERGY

COMMITTEE ON SMALL BUSINESS
RURAL ENTERPRISES, AGRICULTURE, AND
TECHNOLOGY

REGIONAL WHIP

Congress of the United States
House of Representatives
Washington, DC 20515-3313

March 4, 2004

1505 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3032

www.house.gov/bradmiller

DISTRICT OFFICES

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RALEIGH, NC 27609
(919) 781-9101

400 WEST MARKET STREET, SUITE 104
GREENSBORO, NC 27401
(336) 574-2909

The Honorable Rod Paige
Secretary
U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary Paige:

As the Representative of North Carolina's Thirteenth Congressional District, I am pleased to offer my full support for the Wake County Public School System's (WCPSS) grant application for the Magnet Schools Assistance Program (MSAP).

The grant application would build upon WCPSS's successful magnet program by significantly revising four existing programs, establishing one new magnet program, and bringing a new vitality to the continued diversity of all schools. Revisions to the magnet themes at four schools will introduce innovations in magnet themes that are attractive to the changing and growing population of Wake County. A new middle school magnet program will capitalize on the International Baccalaureate Middle Years Programme theme.

Responding to the call for increased educational choices and in consideration of the goals of the MSAP program, WCPSS identified five schools to undergo a significant revision with the goal of increasing the success of the district's overall magnet program. The implementation of the grant will expand and enhance target magnet school programs by continuing a rigorous curriculum, bringing together diverse student populations, and providing equitable learning opportunities for all students.

WCPSS has a proven track record of using MSAP funding to create successful magnet schools, and the MSAP award will make a significant contribution to the continued growth and development of magnet programs in the district. I strongly encourage your approval of WCPSS's MSAP application.

Sincerely,



Brad Miller
Member of Congress

RBM:sm



City Of Raleigh
North Carolina

CHARLES MEEKER
MAYOR

March 3, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P. O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

On behalf of the Raleigh City Council, I would like to express our support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. The City of Raleigh will work closely with the school system in this most important effort.

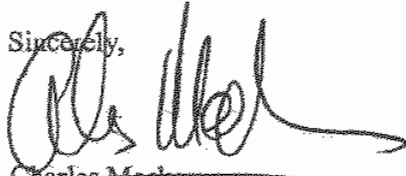
As I understand it, this grant will be used to supplement magnet school efforts in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh, with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh to draw a diverse population, will impart critical skills needed for success in the local and international community, and will contribute to improved academic achievement for all students.

Quality education for our youth should be everyone's priority, and the City of Raleigh is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the City of Raleigh working closely together in programs such as these, and I offer our support in future educational efforts.

Ms. Carolina Massengill
March 3, 2004
Page 2

Good luck with the grant application, and let me know if there is anything else the City of Raleigh can do to support these or future programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles Meeker', with a long horizontal flourish extending to the right.

~~Charles Meeker~~
Mayor



Board of Commissioners
P.O. Box 550 • Raleigh, NC 27602

TEL 919 856 5574
FAX 919 856 5699

KENN GARDNER
CHAIRMAN

February 26, 2004

Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:


On behalf of Wake County government, I would like to express support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. Wake County will work closely with the school system in this most important effort.

I understand this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. New magnet school programs are to be established at North Garner Middle School. The goal of these programs is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and Wake County is eager to encourage efforts that support this goal.

Good luck with the grant application and let me know if there is anything else Wake County can do to support these grant requests.

Very truly yours,


Kenneth M. Gardner, Chairman
Wake County Board of Commissioners



Town of Garner

Post Office Box 446 • Garner, North Carolina 27529
Phone 919-772-4688 • FAX 919-662-8874

Samuel L. Bridges
MAYOR

March 8, 2004

Caroline Massengill, Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

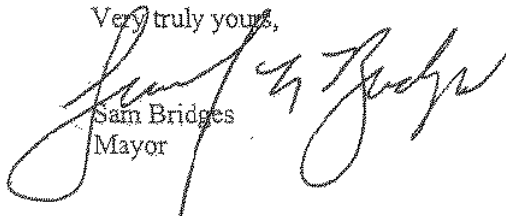
I would like to express our support for Wake County Public Schools' efforts to procure the \$10 million Magnet Schools Assistance Program Grant. The Town of Garner will work closely with the school system in this most important effort.

As I understand it, this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. The new magnet school program at North Garner Middle School will capitalize on the International Baccalaureate Middle Years Programme theme, which matches state and national standards for excellence. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Revisions to the magnet themes at Enloe and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools will enhance the potential of the two programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and the Town of Garner is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the Town of Garner working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else the Town of Garner can do to support these or future programs.

Very truly yours,



Sam Bridges
Mayor



800 South Salisbury Street
PO Box 2978
Raleigh, North Carolina 27602-2978
919.664.7000 > 919.664.7097 Fax
www.raleighchamber.org

March 3, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The Greater Raleigh Chamber of Commerce represents the business community in Wake County, and we understand the importance of our magnet schools and the impact they have on our citizens. The Chamber and business community support the efforts of the Wake County Public Schools to procure the \$10 million Magnet Schools Assistance Program Grant.

This grant will help enable the four existing magnet schools and North Garner Middle School, where new magnet programs will be established, offer broader choices to the citizens of Wake County. The goal of these projects is to introduce innovations in magnet themes that will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe and Southeast Raleigh High Schools, and at Joyner and Conn Elementary Schools. These revisions will enhance the potential of the programs to draw a diverse population, and will continue to improve academic achievement for all students at these schools.

The Greater Raleigh Chamber of Commerce encourages the efforts that support the goal of quality education for all our students.

Good luck with the grant application, and let me know if there is anything else the Greater Raleigh Chamber of Commerce can do to support these programs.

Sincerely,

A handwritten signature in black ink, appearing to read "H. A. Schmitt".

Harvey A. Schmitt, CCE
President and CEO



Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Ms. Massengill:

The purpose of this letter is ensure you are aware that the Garner Chamber of Commerce strongly supports your proposal to the Department of Education through its Magnet Schools Assistance Program (MSAP) for funds to assist in the further development of your magnet school program. What an honor to have Wake County, one of the finest school systems, have their education leader, Bill McNeal, selected as the nation's premier Superintendent of the Year.

We in Garner are very much aware of your magnet school program and sincerely appreciate the manner in which you have implemented these programs. It is imperative we continue to make progress and accordingly I respectfully request the creation of new magnet school programs at Garner Middle School and also the revised magnet programs at W. G. Enloe Magnet School, Southeast Raleigh Magnet High School, Conn Active Learning and Technology Magnet and Joyner for Spanish Language/International Baccalaureate Primary Years Programme Magnet Elementary are excellent additions and revisions that will continue to create strength in your program.

The Garner Chamber of Commerce and its' citizens have had an ongoing strong relationship with the Wake County Public School System and accordingly offer all of our resources to support your efforts. Please accept this letter as the Garner communities' strong endorsement of your MSAP grant to the U.S. Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin Nelson', is written over a large, stylized circular flourish.

Kevin Nelson
President - Garner Chamber of Commerce



March 8, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Post Office Box 28041
Raleigh, NC 27611

Dear Caroline:

On behalf of Wake Education Partnership, I would like to express our support for the Wake County Public School Systems' application for the \$9 million Magnet Schools Assistance Program Grant.

Since its inception in 1982 the magnet school program has achieved remarkable results in Wake County. Past magnet grants have allowed the school system to implement programs that have served students, schools and the community well. Once again, your plans address needs that have evolved in our community.

This grant will support significant improvements at four existing magnet schools. If our two largest magnet high schools, Enloe and Southeast Raleigh, are to remain competitive, their programs must be revised. Additionally, Joyner and Conn Elementary Schools will benefit from revised themes. Given the market sensitivity of each of our magnet schools and the large number of choices available to our parents, keeping these four schools competitive is essential to the long-term health of our school system.

Additionally, the Magnet Schools Assistance Grant will support the establishment of an International Baccalaureate program at North Garner Middle School. That program will be instrumental in making significant changes for the Garner community. As you may be aware, Wake Education Partnership has worked to support schools in Garner over the past couple of years.

Best wishes with the grant application. As we have done in the past, Wake Education Partnership looks forward to working with you to improve educational opportunities for all in our community.

Sincerely,

A handwritten signature in black ink that reads "Walter C. Sherlin".

Walter C. Sherlin
Interim Director, Wake Education Partnership



INTERNATIONAL BACCALAUREATE ORGANIZATION
ORGANISATION DU BACCALAURÉAT INTERNATIONAL
ORGANIZACIÓN DEL BACHILLERATO INTERNACIONAL

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

March 2, 2004

Dear Ms. Massengill:

I am writing in support for Wake County Public Schools' efforts to procure the \$10 million Magnet Schools Assistance Program Grant.

As I understand it, this grant will be used to supplement magnet school efforts in place at five existing Raleigh schools. New magnet school programs are to be established at North Garner Middle School and Joyner Elementary School. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Conn Elementary School and Enloe and Southeast Raleigh High Schools. Revisions to the magnet themes at these schools will enhance the potential of the two programs to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

Quality education for all should be *everyone's* priority, and International Baccalaureate North America is eager to encourage efforts that support this goal.

Please do not hesitate to contact me if I can be of assistance.

With kindest regards,


Bradley Richardson
Regional director
International Baccalaureate North America

NORTH AMERICA & CARIBBEAN
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Life enriched.

Orage Quarles III
President/Publisher
919-829-4659

February 24, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27609

Dear Ms. Massengill:

I am writing in support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant.

As I understand it, this grant will be used to supplement magnet school efforts in place at four existing Wake County schools. New magnet school programs are to be established at North Garner Middle School. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence. Significantly revised magnet programs are to be implemented at Enloe and Southeast Raleigh High Schools and at Joyner and Conn Elementary Schools. Revisions to the magnet themes at these schools will enhance the potential of the programs to draw a diverse population and will contribute to improved academic achievement for all students at these schools.

Quality education for our youth should be *everyone's* priority, and The News & Observer is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and The News & Observer working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else The News & Observer can do to support these or future programs.

Sincerely,



Orage Quarles III

215 South McDowell Street, Post Office Box 191, Raleigh, North Carolina 27602

March 8, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The purpose of this letter is to express my whole-hearted support of the Wake County Public School's efforts to procure the \$10 million Magnet Schools Assistance Program Grant. Capitol Broadcasting Company is proud to work with the school system on this very important effort that will help continue to make our magnet schools excellent. Our company has a keen interest in helping provide greater opportunities for our young people.

Capitol Broadcasting has two employees that have children at Conn Elementary School. They are providing resources for this school and we are very proud of their efforts. We have had a continual relationship with Enloe Magnet High School for many years. Enloe has been a great resource for providing students to our Learning for Life Explorer program, which is a part of the Boy Scouts of America. These young people have gone on to become productive employees for Capitol Broadcasting Company and are long-term employees. I have personally witnessed what magnet programs have done to help train our youth for technical jobs within Capitol Broadcasting Company.

The Magnet Program Schools Assistance Program Grant has great implications for our magnet schools, and we fully support your efforts for all of our Wake County Schools and welcome any opportunity to help in any way possible.

If Capitol Broadcasting Company can be of any further assistance, please don't hesitate to call us. We wish you the very best with the grant application.

Best regards,



James F. Goodman
President & CEO

SHAW UNIVERSITY

Academic Affairs
Department of Education

March 2, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

Shaw University's Department of Education is pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program (MSAP) in the Department of Education.

In keeping with our mission, we support the efforts of the Wake County Public School System to create learning environments that challenge, enrich, and nurture the individual student. The Department of Education at Shaw University is committed to continuing the working relationship that currently exists with Wake County Schools in preparing teacher candidates to teach in the Wake County School System. Our partnership with the Wake County Schools includes placement of our field lab students in the schools to receive their early field experiences in teacher education.

Please accept this letter as an endorsement and pledge of cooperation for your MSAP grant proposal to the U.S. Department of Education. The Shaw University Department of Education strongly supports your proposal to the Magnet Schools Assistance Program in the Department of Education.

Sincerely yours,



Josh D. Barrax, PhD
Dean, College of Graduate and Professional Studies
Chair, Department of Education



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March 3, 2004

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V. R. Ramanan

Ronald Raxter

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DeAnne Talley

President and CEO

Eleanor H. Jordan

United Arts Council of
Raleigh & Wake County
Weyetteville Street Mall
Suite 440
NC 27601-1743
tel 919.839.1498
Fax 919.839.6002

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, North Carolina 27609

Dear Ms. Massengill:

This letter is being written to demonstrate support from United Arts Council of Raleigh and Wake County for your proposal to the Department of Education through its Magnet Schools Assistance Program (MSAP) for funds to assist in the further development of your magnet school program. We are pleased to support this application for one of the finest school systems in the country, led by 2004 National Superintendent of the Year Bill McNeal.

We are well acquainted with your magnet school program and are impressed by the quality of the programs and schools involved. I think that the new magnet school programs to be established at North Garner Middle School and significantly revised magnet programs at W. G. Enloe Magnet High School, Southeast Raleigh Magnet High School, Conn Active Learning and Technology Magnet and Joyner Center for Spanish Language/International Baccalaureate Primary Years Programme Magnet Elementary School are excellent additions and revisions that will further strengthen your program.

United Arts has a longstanding relationship with the Wake County Public School System through the following:

- Artists in the Schools Program – United Arts works in-cooperation with the staff and PTAs of schools to design a comprehensive cultural arts program for students that features professional visual, performing and literary artists in curriculum related performances, workshops, and residencies.
- Creative Explorations – This program provides staff development opportunities that emphasize integrating arts into the basic curriculum and exposing educators to community arts resources.
- Arts in Education Initiatives Grants – This grant program provides funding for innovative arts education projects.
- Advocates for arts education.

In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create learning environments which challenge, enrich, and nurture the individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

Sincerely,

Virginia B. Zehr
Vice President for Education and Community Programs

Wake AHEC

An affiliate of WakeMed and the University of North Carolina
Area Health Education Centers Program

Student and Career Services

3024 New Bern Avenue, Suite G03

Raleigh, North Carolina 27610

Telephone: 919-350-8547

Fax: 919-350-7963

E-mail: eowens@wakemed.org

Web: www.wakeahec.org

February 26, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

Wake AHEC is pleased to provide our support to the *Horizons: Expanding Opportunities for Success in the 21st Century* proposal for a Magnet Schools Assistance Program grant for the Wake County Public School System.

The Health Careers and Workforce Diversity program at Wake AHEC is committed to helping increase the numbers of minority/disadvantaged individuals in the health professions by establishing and expanding effective academic/community partnerships and offering diverse groups of students enrichment opportunities to help them successfully enter and ultimately complete a health professions training program. The goals of the Magnet Schools Assistance Program are consistent with our goals to provide academic enrichment for all students and to promote respect among diverse student populations.

Wake AHEC has a strong relationship with Enloe Magnet High School and Southeast Raleigh High School, and AHEC staff have coordinated clinical learning experiences for these students in collaboration with WakeMed. We look forward to continuing our work with these schools as these magnet programs are expanded. Wake AHEC also offers our support of new activities at North Garner Middle School and Joyner Elementary School as program revisions open new opportunities.

Sincerely,



Elaine B. Owens, MPA
Director, Student and Career Services



3000 New Bern Avenue
Post Office Box 14465
Raleigh, North Carolina 27620-4465
919-350-8000

February 19, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill,

On behalf of WakeMed I am pleased to write in support of the Wake County Public Schools System in its grant proposal to the Magnet Schools Assistance Program in the Department of Education.

WakeMed has been a long-time partner of the Wake County Public Schools System in the area of career development, injury prevention and health education. Specifically, WakeMed has worked closely with the Enloe High School Medical Sciences Academy and the Southeast Raleigh High School Medical and Biotechnology Learning Center to provide clinical rotations for students interested in pursuing careers in the health and medical fields. These and other magnet programs offered through the Wake County Public Schools provide vital education experiences for youth and help ensure a well-prepared health care work force for our community.

As the largest and only community owned health care provider in Wake County, WakeMed is committed to our partnership with the Wake County Public Schools System and to our work with magnet programs within the System. Please accept this letter as an endorsement and indication of WakeMed's support for the grant proposal to the Magnet Schools Assistance Program from Wake County Public Schools System. We are more than willing to provide additional assistance and support as necessary in the planning and implementation of this grant proposal.

Please feel free to contact me for additional information or with questions.

Sincerely,

A handwritten signature in black ink, appearing to read "David Gardner", written over a horizontal line.

David Gardner, D.A.
Director
Corporate and Community Health
WakeMed
3000 New Bern Avenue
Raleigh, NC 27610
(919) 350-8608



CAPITOL OPERA RALEIGH

P O BOX 27422
RALEIGH, NORTH CAROLINA 27611

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill

Capitol Opera Raleigh is very pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the United States Department of Education.

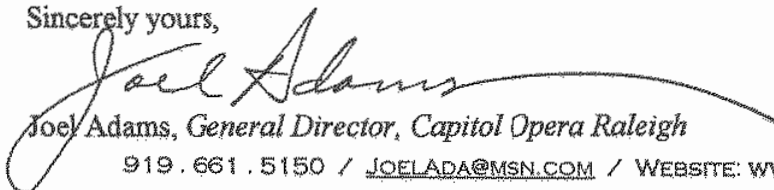
As a new concept in community opera in Raleigh, *Capitol Opera Raleigh* shares common purposes that are expressed in your grant proposal. We are ready to provide enthusiastic support for the new and significantly revised projects planned for Enloe Magnet High School, Southeast Raleigh High, Joyner Elementary, Conn Elementary and the newly designated magnet school, North Garner Middle. All of these programs are designed as vital and diverse offerings to these particular schools equally diverse populations.

Specifically, *Capitol Opera Raleigh* is prepared to support these schools by presenting opportunities for students to be involved as singers, dancers and as technical support in live operatic productions and/ or as consumers of the arts by bringing productions to the students as a component of their school's cultural arts programs

In keeping with our mission of creating venues and opportunities for emerging artists, providing quality opera performances for schools and the public, *Capitol Opera* is honored to support the Wake County Public School System in creating learning environments that challenge, enrich and nurture the individual.

Capitol Opera Raleigh looks forward to working with you on the implementation of this grant if it is awarded. Please know of our continuing interest in being involved in the planning stages for these new magnet programs.

Sincerely yours,


Joel Adams, General Director, *Capitol Opera Raleigh*

919.661.5150 / JOELADA@MSN.COM / WEBSITE: WWW.CAPOPERA.COM



WILLIAM G. ENLOE HIGH SCHOOL

128 Clarendon Crescent
Raleigh, NC 27610

Main Office West: 919-856-7918
Fax: 919-856-7917

Lloyd Gardner, Principal

February 25, 2004

Mrs. Caroline Massengill, Senior Director
Magnet Programs
Wake County Public Schools
3600 Wake Forest Road
Raleigh, NC 27611

Dear Mrs. Massengill:

As Principal of Enloe High School, it is a privilege for me to offer support for Wake County Public Schools' proposal for the 2004-07 Magnet Schools Assistance Program Grant.

Our school community is excited about the goals and vision we have for Enloe High School. We are committed to graduating students who embrace lifelong learning, productive careers, and responsible citizenship. Recognizing that students need a different set of skills to manage life successfully in a global society and workforce of the 21st century, Enloe wants to reform classroom teaching practices, construct new learning environments, and implement innovative delivery systems to equip students to meet future challenges. The magnet grant supports Enloe's commitment to take bold leadership in instructional programming, teaching methodologies, and learning environments that will link learning and teaching with 21st century living and work. In the end, Enloe will produce confident learners and global citizens for the 21st century.

The magnet program has been and continues to be critical to the health of our school district. The presence of the magnet program promotes the creation of innovative and diverse program opportunities and enhances academic achievement for all students.

We feel fortunate to be part of this process, and we look forward to implementing the program design as outlined in the grant proposal.

Sincerely,

Lloyd Gardner
Principal

March 9, 2004

Caroline Massengill
Senior director, Magnet Programs
Wake County Public School System
Administration Building
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

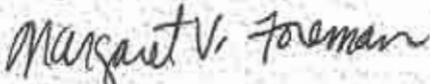
On behalf of the Parent, Teacher, Student Association (PTSA), of William G. Enloe GT Magnet High School, I would like to offer my full support for procuring the Magnet Schools Assistance Program Grant by the Wake County Public School System. The Enloe PTSA will work closely with the school, principal, staff and students very enthusiastically to provide support, leadership, and resources to ensure that the program goals of the grant are a success.

Several months ago, Mr. Gardner, principal at Enloe, presented a detailed and thorough overview on the magnet grant application and how the revision of the magnet program at Enloe would benefit our students, teachers, staff and school. It was an impressive presentation to say the least. The Board was also impressed with the efforts to include additional programs to improve the academic achievement of all students, especially as we strive to reach both new state and national standards of excellence. Parents present were given the opportunity to give feedback as well as offer new ideas, suggestions and concerns. The vision shared with the Board will not only add to the excitement, creativity and thirst for learning and knowledge that makes Enloe the exemplary school it is, but will also enhance, involve and provide greater support to the community in which Enloe resides.

High standards, along with high academic achievement should be the goal for every student in our school system, and we feel certainly that this new magnet grant will steer all parties involved at Enloe in that direction. It has been very exciting to learn about this endeavor and we look forward to its implementation at Ealoe High school.

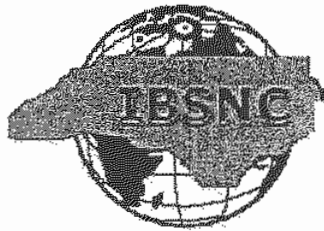
Please feel free to contact me at 832-3000, ext. 257 (work), or [b)(6)] if I can offer further support for this worthwhile program, or if the Enloe PTSA can assist you in any way with this endeavor.

Very Sincerely Yours,



Margaret V. Foreman, President (2003-04)

William G. Enloe GT Magnet High School



International Baccalaureate Schools of North Carolina

March 1, 2004

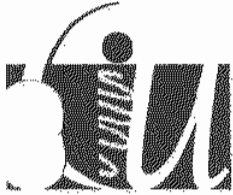
To Whom It May Concern,

The International Baccalaureate Schools of North Carolina organization supports the Magnet Schools Assistance Program grant proposal submitted by the Wake County Public School System for the years 2004 – 2007. The grant funds will support the implementation of the IB Primary Years Program and the IB Middle Years Program each at an additional school site to expand access to students in Wake County. In addition, the funds will nurture the continued development of the outstanding International Baccalaureate Diploma program at W. G. Enloe High School.

Wake County educators are very active in our organization and in its governance. They provide both leadership and enthusiastic support in advocating for students and schools that participate in all three of the IBO's programs. The district's current level of involvement demonstrates a strong commitment to implement high-quality curricula and to help students to become active citizens of a global community. As the population of the district continues to grow, additional school sites are needed to meet the demand among many constituencies in the community for these opportunities. The MSAP grant funds can play a pivotal role in meeting this need. As the expansion of access to the IB curricula is one of the goals of our organization, I strongly urge you to fund this grant proposal.

Sincerely,

Deborah McRae
President, IBSNC



NC Center for
International Understanding
• The University of North Carolina
Millie Ravenel, Director

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The Center for International Understanding is extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

As the state's resource for international programs for educators and policy makers, the Center shares common purposes that are expressed in your grant proposal. We are ready to provide enthusiastic support for the significantly revised magnet programs planned for Wake County Schools, specifically Enloe High School. We believe these programs will contribute to the vitality of our community.

The Center is prepared to support Enloe High School by:

- Building an on-going relationship with Enloe to expand its international focus,
- Connecting Enloe's staff to a global network that will foster and expand both student and teacher international understanding,
- Developing university partnerships with Enloe that provide new perspectives on global relationships and issues, and
- Helping to identify, cultivate and implement partnerships with schools around the world.

In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create learning environments that challenge, enrich, and nurture the individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

We look forward to working with you on the implementation of this grant if it is awarded. Please know of our keen interest in being involved in the planning stages for these new and revised magnet programs.

Sincerely,

Millie Ravenel
Director,
The Center for International Understanding

MEREDITH

COLLEGE

February 25, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
PO Box 28041
Raleigh, NC 26711

Dear Ms. Massengill:

Meredith College is excited and pleased that the Wake County Public School System is applying for federal Magnet Schools Assistance Program (MSAP) funds. The additional support will expand and enhance efforts by a school system that has already made significant impacts on students and our entire community. Our population in Wake County is growing at a tremendous rate and the magnet program is proving to be vital to the success of students in our school district.

The partnership between Meredith College and Enloe is very enjoyable and productive. We look forward to continuing to strengthen this relationship for our students, faculty and staff. The grant will provide the opportunity to create new and exciting connections with the Wake County Public School System, and we look forward to investing in our future by supporting young people as they embark on their educational journeys.



Sincerely,
William C. Brown
Technical Coordinator/Production Supervisor

NC STATE UNIVERSITY

Department of Mathematics
Campus Box 6205
Raleigh, NC 27695-8205

919.515.2382 (voice)
919.515.3798 (fax)

February 25, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

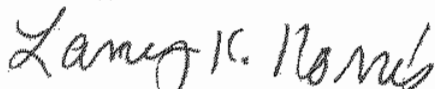
Dear Ms. Massengill,

I would like to express my support for Wake County Public Schools' efforts to obtain a Magnet Schools Assistance Program Grant for the years 2004-2007. In particular I support Wake County's efforts to continue the development of an already outstanding magnet schools program.

As I understand the proposal, the grant will support several of Wake County School Systems new or significantly revised magnet schools. This effort at this time in Wake County's history is particularly important as the system continues to grow at a rapid pace due to the recent large increases in the population of Wake County. I believe it is important to expand the magnet schools program in Wake County. Continued development of the program will enhance the potential of magnet schools to draw a diverse population, and will contribute to improved academic achievement for all students at these schools.

As an NCSU faculty member who regularly teaches NCSU extension courses on the Enloe High School campus I am committed to the continuing development of Wake County's magnet schools program. The proposed GT/IB Center for the Humanities, Sciences and the Arts for Enloe High School would be a wonderful addition to the magnet program at Enloe. I wish you success in your application for a Magnet Schools Assistance Program Grant.

Sincerely yours,



Dr. Larry K. Norris
Associate Professor of Mathematics
North Carolina State University

March 4, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I am extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education. And, I am happy to add my support.

The W.K. Kellogg Foundation has been committed to international understanding through educational programs since its beginning in 1930. We began programming in Latin America in 1940 with study grants for Latinos to study in the United States. I have personally been involved in foundation grant making in the hemisphere for twenty years, serving as vice president for programs for Latin America for more than ten years.

We wholeheartedly support your overriding goal of preparing young people to meet the demands of the information age, the increasingly rich and diverse community in Wake County and North Carolina, and the global society. The new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme is most impressive and will make important contributions to achieving that goal.

**W.K. KELLOGG
FOUNDATION**

One Michigan
Avenue East
Battle Creek, MI
49017-4058
USA
269-968-1611
TDD on site
Facsimile: 269-958-0413
www.wkkf.org

Your work will be complementary to a project that the Kellogg Foundation has funded in North Carolina. El Pueblo, a dynamic, statewide Latino nonprofit, is carrying out Dia de los Ninos/Dia de los Libros through school and public libraries to promote family literacy and multicultural understanding. I look forward to working together to connect your new magnet programs to this and other Kellogg supported programs in the region.

Please accept this letter as strong endorsement for your MSAP grant to the U.S. Department of education.

Sincerely,



Dr. Dan E. Moore
Program Director and Senior Advisor to the
Office of the President

*To help people
help themselves
through the practical
application of knowledge
resources to improve
their quality of life and
that of future generations*

NC STATE UNIVERSITY

208 Poe Hall
Box 7801
Raleigh, NC 27695-7801

919.515.2231
919.515.5901 (fax)

March 5, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

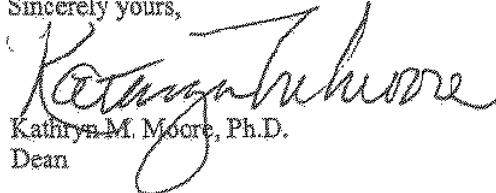
The College of Education is pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the U.S. Department of Education.

In our work in preparing new teachers and assisting veteran teachers we value being able to work with the Wake County Public School System. Their Magnet program is nationally recognized for its quality and creativity. In addition, we appreciate the opportunity to work with schools that support and celebrate linguistic and cultural diversity. Not only is Wake county increasingly diverse, so is all of North Carolina. Being able to point to schools that are innovating in this arena is extremely helpful to our own programs. I am sure that the faculty in Foreign Languages in the College of Humanities and Social Studies will be pleased to work with this school directly. In short, the proposed new program at this school will be a very valuable asset to our work here in the University and to the community generally.

In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, enriches, and nurtures individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

We look forward to working with you and wish you every success in winning the grant.

Sincerely yours,



Kathryn M. Moore, Ph.D.
Dean

04-115

Mary L. Robinson

(b)(6)

February 25, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P O Box 28401
Raleigh, North Carolina 27611

Dear Ms. Massengill:

I am writing this letter of support for the William G. Enloe Magnet High School, Magnet Schools Assistance Program: 2004-2007 "Horizons: Expanding Opportunities for Success in the 21st Century" grant proposal. Enloe Magnet High School and Wake AHEC Health Careers and Workforce Diversity Program collaborated in the design of the BioMedical Science Academy Program. I was the director of the Wake AHEC Health Careers and Workforce Diversity Program for eight years. While in the position as director of the HCWD Program, I worked continuously with the staff at William G. Enloe Magnet High School in planning and providing summer internships (paid and unpaid), job shadowing experiences (at WakeMed, Wake AHEC and throughout the communities in Wake County), summer camp experiences at the University of North Carolina at Chapel Hill, academic enrichment programs at various colleges and universities in North Carolina, college tours, college recruitment fairs and educational workshops, community health fairs, and community services project assistance. Enloe students also participated in the Health Career Scholars Academy programs and workshops sponsored by the HCWD Program at Wake AHEC. These experiences are on going at Wake AHEC and WakeMed in Raleigh, NC.

The goal of the Enloe Program is to provide diverse academic programs and career awareness opportunities to students who are interested in careers in healthcare. Since there is such a shortage of healthcare providers from diverse cultures and socioeconomic backgrounds, the Enloe Program set the standard for other schools in Wake County. The diverse academic programs at Enloe graduate students from the BioMedical Science Academy and the International Baccalaureate Program who have continued into a four-year college/university programs and graduate programs. The commitment of the Enloe Staff to the success of each student is exemplary.

It is my pleasure to write this letter of support for William G. Enloe Magnet High School grant proposal. If I can be of further assistance, please feel free to contact me.

Sincerely,



Mary Robinson, Community Employment Specialists
The Governor Morehead School for the Blind, Raleigh, North Carolina
Former Director of Health Careers and Workforce Diversity
Wake AHEC at WakeMed, Raleigh, North Carolina



John Modest
Principal

Southeast Raleigh High School

2600 Rock Quarry Road
Raleigh, North Carolina 27610
Phone: 919-856-2800 • Fax: 919-856-2827
E-mail: jmodest@wcpss.net

March 3, 2004

Caroline Massengill
Senior Director of Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC. 27609

Dear Ms. Massengill,

As principal of the Southeast Raleigh Magnet High School for Leadership and Technology, I am delighted to confirm my support of our magnet grant application. We have worked diligently to involve all our stakeholders in the exciting process of redefining ourselves for the future. Teachers, students, and parents all participated in a series of consensus-building activities that led us to not only a revised magnet theme, but a new mission to educate leaders for the local and international community.

Our teachers are among the best in the country and readily accept the challenge of using technology to engage students and promote learning. Our staff and students welcome the opportunity to grow in leadership skills and to explore the options of anytime and everywhere learning. Our parents are deeply involved with and committed to their children's education – an unusual achievement among American high schools. These parents provide the real-world perspective that informed our application, and will support the many opportunities this grant will afford their students.

Along with the rest of the Southeast Raleigh administration, staff, and students, I wish to heartily support our magnet programs grant application. With the resources it provides, we will conduct a world-class, highly accountable, and successful program that will benefit thousands of students over the coming years.

Sincerely,

A handwritten signature in black ink, appearing to read "John Modest".

John Modest



North Carolina General Assembly
House of Representatives
State Legislative Building
16 W. Jones Street Room 1325
Raleigh, North Carolina 27601-1096

REPRESENTATIVE BERNARD ALLEN
33RD DISTRICT
TELEPHONE: (919) 733-5772
(919) 754-3292 FAX
HOME ADDRESS: 6204 CHARLES ST.
RALEIGH, NC 27610
E-MAIL ADDRESS: bemaarda@ncleg.net

March 4, 2004

COMMITTEES:
APPROPRIATIONS
APPROPRIATIONS ON GENERAL GOVERNMENT
EDUCATION
EDUCATION SUBCOMMITTEE ON COMMUNITY COLLEGES
HEALTH
PENSIONS & RETIREMENT
STATE GOVERNMENT, VICE CHAIRMAN

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

This letter is pursuant to the Southeast Raleigh High School and other Wake County Public Schools' efforts to secure a 9 million Magnet Schools Assistant Program Grant.

It is my understanding, this grant will be used to supplement several magnet high schools in the Wake County Public School System in the area of Leadership and Technology.

Having spent most of my adult life in public education in North Carolina, I am aware of the need to prepare our young public school students with current leadership and technology skills to compete in our global society. This new focus will enhance the potential of Southeast Raleigh High School to induce a more diverse student population.

Finally, as a member of the North Carolina General Assembly and a strong advocate for public education, I am pleased to lend my support to this education initiative and encourage the application committee to award Southeast Raleigh High School one of its grants.

My very best wishes go with you and your committee for a successful year.

Sincerely,



Representative Bernard Allen

BA/ma



North Carolina General Assembly
Senate Chamber
State Legislative Building
Raleigh 27601-2808

SENATOR VERNON MALONE
14TH DISTRICT

OFFICE ADDRESS: 10 WEST JONES STREET, ROOM 2113
RALEIGH, NC 27601-2808
TELEPHONE: (919) 733-5880
(919) 733-3113 FAX
HOME ADDRESS: 2124 LYNDBURST DR.
RALEIGH, NC 27601

March 3, 2004

COMMITTEES:

APPROPRIATIONS/BASE BUDGET
APPROPRIATIONS ON EDUCATION/
HIGHER EDUCATION, VICE CHAIR
COMMERCE
EDUCATION/HIGHER EDUCATION
HEALTH AND HUMAN RESOURCES
JUDICIARY I
PENSIONS & RETIREMENT AND AGING
STATE GOVERNMENT, LOCAL GOVERNMENT
& VETERANS' AFFAIRS
WAYS AND MEANS

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

I am pleased to offer my unequivocal support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant.

As I understand it, this grant will be used to supplement magnet school efforts already in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population. Project goals will also enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh focusing on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh High School and provide expanded learning opportunities for all students.

Quality education for all youth must be everyone's priority, and the N. C. General Assembly has demonstrated its commitment by appropriating 66% of its annual budget to education. This grant will further enhance that effort.

I sincerely hope the grant is approved. Of course, you will let me know if there is anything else I can do to support these or future program initiatives.

Sincerely,

Vernon Malone



City Of Raleigh
North Carolina

JAMES WEST
COUNCILLOR, DISTRICT C

March 3, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
PO Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I would like to express our support for the Southeast Raleigh High School initiatives included in the \$9 million Magnet School Assistance Program Grant. As the City Councillor for District C, where the school is located, we support the school's initiatives.

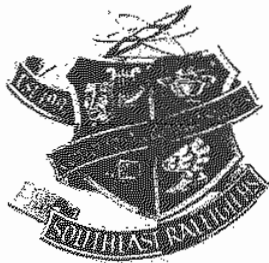
As I understand it, this grant will be used to supplement the magnet school efforts in place at Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovative programs that are especially attractive to an increasingly diverse population and will enhance academic achievement for all students. The revised magnet programs to be implemented at Southeast Raleigh High School will have an important focus on leadership training, quality tools, lifelong learning, multi-option career planning and industry-standard technology skills. The enhanced focus will continue to draw a diverse population to the school, but I see it as a great enhancement for the base population of District C.

As the Mayor Pro Tem and Councillor for District C, I am glad to see more-emphasize on quality tools, leadership training and lifelong learning. I applaud and support the school's efforts to secure these funds and for the continued support and preparation the school staff provides the children of our community.

Very truly yours,

James P. West
Mayor Pro Tem, Councillor District C

TELEPHONE: (919) 890-3050
OFFICES • 222 WEST HARGETT STREET • POST OFFICE BOX 590 • RALEIGH, NORTH CAROLINA 27602



SOUTHEAST RALEIGH HIGH PTSA

2600 ROCK QUARRY ROAD
RALEIGH, NC 27610

March 2, 2004



Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Post Office Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I would like to express our support for the Southeast Raleigh High School initiatives included in the \$9 million Magnet School Assistance Program Grant. The Southeast Raleigh High PTSA is looking forward to working closely with the school in this most important effort.

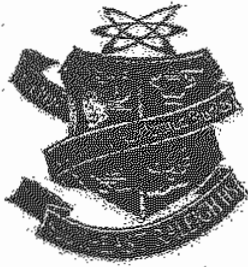
As I understand it, this grant will be used to supplement magnet school efforts in place at Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh to draw a diverse population, will impart critical skills needed for success in the local and international community, and will contribute to improved academic achievement for all students.

Parents have always been included in the programs at Southeast Raleigh High School. Leadership development for our students is a critical component to their life long academic success. We, the parents and proud members of the SRHS PTSA, are appreciative of all the efforts by our school staff to offer the best in educational opportunities for all of our students.

Good luck with the grant application, and let me know if there is anything else we can do to support these of future programs.

Very truly yours,

Debra J. Horton
Debra J. Horton
PTSA President



Southeast Raleigh High School

2600 Rock Quarry Road
Raleigh, North Carolina 27610
Phone: 919-856-2800 • Fax: 919-856-2827

March 2, 2004

To Whom it May Concern,

As students who have already begun to benefit from the efforts of the staff of the Southeast Raleigh Magnet High School for Leadership and Technology, we would like to show our support of the school's magnet grant application. We represent the Bulldog Student Leadership Team of Southeast Raleigh. This team is made up of a representative from every Academic Coaching group at our school, as well as the elected student government leaders.

Southeast Raleigh works to develop student leadership skills by involving students in important decisions, such as the direction our school should take in the coming years. As part of this grant application, we had the opportunity to offer our input on the major components of the leadership and technology proposals. These proposals were presented to us, discussed, and a consensus reached in support of the components that now make up the five strands of our grant. The proposals were then disseminated to the entire student body through our Academic Coach classes.

We enthusiastically support the magnet grant application submitted on our behalf by Southeast Raleigh High School. We commit to giving our best efforts to see that the opportunities provided to us through this grant help us achieve our goals as leaders in the local and international community.

For the Bulldog Student Leadership Team

Handwritten signature of Amy M. Lufbery in cursive.

Student Body President

February 23, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

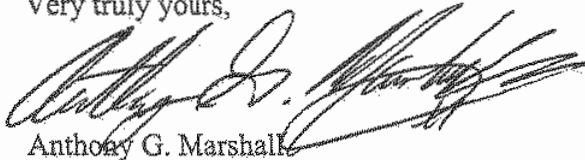
On behalf of the Business Education Leader Council (BELC), I would like to express our support for Wake County Public Schools' efforts to procure the \$9 million Magnet Schools Assistance Program Grant. BELC will work closely with the school system in this most important effort.

As I understand it, this grant will be used to supplement magnet school efforts in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. The goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population and will enhance academic achievement for all students in accordance with state and national standards for excellence, including the federal "no child left behind" initiative. A significantly revised magnet program is to be implemented at Southeast Raleigh, with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This new focus will enhance the potential of Southeast Raleigh to draw a diverse population, will impart critical skills needed for success in the local and international community, and will contribute to improved academic achievement for all students.

Quality education for our youth should be *everyone's* priority, and the BELC is eager to encourage efforts that support this goal. I am happy to see Wake County Schools and the business community working closely together in programs such as these, and I offer our support in future educational efforts.

Good luck with the grant application, and let me know if there is anything else we can do to support these or future programs.

Very truly yours,



Anthony G. Marshall
Chairman
Southeast Raleigh High School
Business Education Leadership Council

March 3, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

On behalf of Get Vertical and Alpine Towers, I would like to express our support for Wake County Public Schools' efforts to procure the Magnet Schools Assistance Program Grant. As an adventure and experiential-based leadership program, Get Vertical and Alpine will work closely with the school system in this most important endeavor.

It is my understanding that this grant will be used to supply magnet school efforts currently in place at five existing Raleigh schools, including Southeast Raleigh Magnet High School for Leadership and Technology. Because our focus at Get Vertical and Alpine is Team Building and Leadership based and the goal of these projects is to introduce innovations in magnet themes that are especially attractive to an increasingly cosmopolitan population, we are particularly excited about the possibilities and most especially in the federal, "No Child Left Behind" initiative.

A significantly revised magnet program is to be implemented at Southeast Raleigh, with an important focus on leadership training, quality tools, lifelong learning, multi-option career planning, and industry-standard technology skills. This shift in focus will enhance the potential of Southeast Raleigh to draw a diverse population and will impart critical communication and coaching skills needed for success in the corporate, managerial settings in both the local and international communities in tandem with improved academic achievement for all students.

We fervently believe that quality education for our youth should be *everyone's* priority. Get Vertical and Alpine Tower are eager to encourage efforts that support this goal and look forward to working closely together, with you in building programs such as these. We will continue to offer our support in future educational efforts such as these.

Good luck with the grant application, and let us know if there is anything further we can do to support these or future programs.

Very truly yours,



Bridget Bryant,
President, Get Vertical Inc.

**NORTH GARNER MIDDLE SCHOOL
720 POWELL DRIVE
GARNER, NC 27529**

March 9, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

The North Garner educational community is very excited to be included in the Magnet School Assisted Program grant. In looking at program changes and additions to our present curriculum this program will be most beneficial to the success of all students at North Garner Middle School. As Wake County focuses on making all its schools healthy, this new implementation could help build the foundation to provide us with the necessary tools to compete in our ever changing and sophisticated world.

Our new building program, staff and administrative changes, along with the addition of our Magnet Program, will prove to be a very exciting time. This excitement is rapidly filtering through our community, with everyone wanting to know more about the magnet program and what it can do to better prepare our students.

Serving as a member of this community for over 20 years I see this program to be the factor in turning our school in a direction of student success and community pride.

Sincerely,
Randy F. Stephens
Principal

NORTH GARNER MIDDLE SCHOOL
720 POWELL DRIVE
GARNER, NC 27529

March 9, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, North Carolina 27611

Dear Ms. Massengill:

I have served as PTA President at North Garner Middle School for the past 2 years. The implementation of the Magnet Program for our students has caused a tremendous amount of excitement for our school community.

With the beliefs and strategies developed by our Administration and staff I can see a more sincere effort to insure a quality education for our students. As the 6th grade begins implementation, I can see right away that if we are accepted what a change can be made for our students.

I strongly support this grant and am looking forward to seeing new programs and student academic achievement soar.

Sincerely,
David Holmes
PTA President



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

CONN GLOBAL COMMUNICATIONS MAGNET
Diann Kearney, Principal
Valgean Mitchell, Assistant Principal

1221 BROOKSIDE DRIVE
RALEIGH, NORTH CAROLINA 27604
PHONE: 919.856.7637
FAX: 919.856.7643

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

It is with great enthusiasm that I write this letter of support for Wake County Public School System's participation in the U.S. Department of Education's Magnet Schools Assistance Program. The grant proposal to significantly revise existing programs at Conn Elementary, Enloe High School, Joyner Elementary, and Southeast Raleigh High and start a new program at North Garner Middle School will strengthen all of Wake County. We believe the funding provided by this grant will revitalize the existing magnet schools program and will ensure the success of these programs.

Through the Magnet Schools Assistance Program, Conn will become an "Active Learning and Technology" magnet that will prepare our students to utilize the technology and educational resources so necessary in this changing environment. We will offer Spanish for all students with the goal being beginning fluency in the 5th grade. Additionally, we will strive to strengthen our students' oral, written, and spoken communication skills. A key part of our day will be spent experiencing curricular projects with teachers as facilitators in the active learning process. The Conn community is excited about this opportunity and the positive changes that would result for all Conn students.

While a change in magnet themes presents challenges for all involved, our staff is poised and ready to learn more about the instructional practices associated with the active learning approach and how we can best utilize technology as an instructional tool. We look forward to these challenges and will work tirelessly to implement all of our goals.

Sincerely,

Diann Kearney
Principal

CONN GLOBAL COMMUNICATIONS MAGNET PTA
1221 Brookside Drive * Raleigh, N.C. 27604



February 26, 2004

Ms. Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, N.C. 27611

Dear Ms. Massengill:

On behalf of the Conn PTA, I would like to extend my strong support of the grant proposal "Horizons: Expanding Opportunities for Success in the 21st Century" that the Wake County Public School System is submitting to the Department of Education for the Magnet Schools Assistance Program.

Our parent community is excited about the proposed new theme at Conn: Active Learning and Technology and the new learning possibilities that will be made available to our children. We fully support the Magnet Office as it seeks to attract a diverse enrollment and contribute to academic excellence for all students.

We have already begun to explore new PTA programs that will enrich our students' academic experience at Conn to complement the Active Learning and Technology theme. The PTA looks forward to building upon our partnership with teachers and staff as they implement the new theme this fall.

Sincerely,

Lisa Grele Barrie
PTA President



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

J.Y. JOYNER ELEMENTARY SCHOOL
Language Explorations Magnet School

2300 NOBLE ROAD
RALEIGH, NORTH CAROLINA 27608

PHONE: 919.856.7650
FAX: 919.856.7661

SCHOOL WEBSITE: [HTTP://JOYNERES.WCPSS.NET](http://joyneres.wcpss.net)

March 1, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, NC 27611

Dear Ms. Massengill:

As principal of J. Y. Joyner Elementary School, it is an honor and a privilege for me to offer my support for the Wake County Public School System's proposal for the 2004 - 2007 Magnet Assistance Program Grant.

I believe that the grant proposal to significantly revise the existing Magnet programs at Joyner Elementary, Conn Elementary, Enloe High School, and Southeast Raleigh High School and create a new Magnet program at North Garner Middle School will strengthen the entire School System and build a stronger Magnet program. The Wake County School Magnet program continues to lead our County toward more diverse and innovative educational opportunities for our students, and is essential for the continued success of the entire school district.

Through the Magnet Assistance Program Grant, our new "Center for Spanish Language/International Baccalaureate Primary Years Programme (candidate school)" will build on the strengths of our school community and prepare our students for the global society. The magnet grant will support our students' development of a second language, inquiry based teaching and learning opportunities, collaboration that fosters transdisciplinary integration, utilization of technology, and will provide students the opportunity for community action based on their learning. Our school community is excited about our new and improved program and looking forward to the positive impact on our students.

Our school family is committed to continuing to inspire our students to dream and achieve. We look forward to implementing our new program and providing the best educational opportunities for our students. We feel fortunate to be a part of this grant proposal and are resolved to diligently work to ensure the success and attainment of our program goals.

Sincerely yours,

Stephen Mares
Principal

We are a family inspiring one another to dream and achieve.

Somos una familia que nos inspiramos el uno al otro para soñar y alcanzar nuestros logros

WEBSITE: WWW.WCPSS.NET

2300 Noble Road
Raleigh, NC 27608
(919) 856-7650

J. Y. Joyner Magnet Elementary School PTA

March 10, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

It is our pleasure to write a letter of support for the Wake County Public School System's submission of a grant proposal to the Magnet Schools Assistance Program in the U. S. Department of Education. We are especially pleased and excited about the new Magnet program proposed at J. Y. Joyner Magnet Elementary School and look forward to working closely with you and the outstanding staff at Joyner.

The J. Y. Joyner PTA is actively involved in the lives of the students and staff at Joyner. Our parents are committed to supporting the highest quality education and opportunities for all of the students at Joyner. We are firmly committed to our school family and look forward to helping to inspire each other to dream and achieve under this new magnet program.

Please count on the Joyner PTA to play a pivotal role in the success of the program at Joyner. The new and improved proposed magnet program is an exciting change for our school. Our parents are highly involved in the everyday affairs of the school, and we actively support the cultural experiences, Spanish Language development, and International Baccalaureate Primary Years Programme components of the Joyner program. We will continue to support Joyner and the new program through our extensive programs such as the Joyner Author's Guild Publishing Center, providing Cultural Arts opportunities for the students, tutoring, Science-Go-Round, teacher mini-grants, school store, and other projects that strengthen our school family.

Please accept this letter as a strong endorsement for your Magnet Schools Assistance Program grant to the U. S. Department of Education and also a strong endorsement for the significantly revised magnet program at Joyner Elementary.

Sincerely yours,



Susan Burnette
PTA President

Every child. One voice.

March 4, 2004

CONSULADO DE MÉXICO

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

The Consulate of Mexico through the Department of Community Affairs in Raleigh, NC are extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

Our close proximity to Joyner Elementary, has afforded us possibilities to have several programs together. We are ready to provide enthusiastic support for the new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme. The proposed new program at this school is vital to our community.

The Mexican Consulate will welcome new opportunities for interaction with the school. When we had a visiting dance troupe from Mexico, we sent them to perform at Joyner. We have supplied the school with two sets of textbooks in Spanish which support the instructional program. Last year, a student from Joyner was one of 14 students in the U.S. and Canada awarded a week long trip to Mexico with her father for her depiction of a "quinceañera" celebration in the "This is My Mexico" drawing contest. We will continue to invite Joyner students to participate in competitive events and support students' growth in Spanish language and culture. We will be part of their greater community.

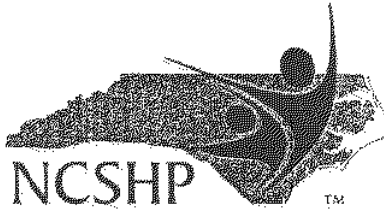
In keeping with our mission, we are delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, enriches, and nurtures individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of education.

We look forward to working with you on the implementation of this grant if it is awarded. Please know of our keen interest in being involved in the planning stages for these new magnet programs.

Sincerely yours,



Diana Bueno-Valles
Consulate of Mexico
Community Affairs in Education & Health



North Carolina Society of Hispanic Professionals
"Promoting Education among Hispanic Youth"

March 11, 2004

Caroline Messengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

NCSHP Board of Directors

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Partnerships Committee
Y. Valencia, Ph.D.
Lucy Wilks, B.S.
Susan D. Zárate, M.S.A.
Educational Committee

Dear Ms Messengill:

The North Carolina Society of Hispanic Professionals is very pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

The mission of the NCSHP is to enhance the integration and cooperation among the Hispanic Professionals of North Carolina and concerned individuals (Hispanic, non Hispanic, professionals, and non-professionals) and organizations to promote the education of Hispanic students at all levels. We want to express our excitement and support for the project planned for Joyner Language Explorations Magnet Elementary School. We are enthusiastic and hopeful that this initiative will have a great impact on all students, specially on Hispanic children who need cultural and language validation.

Our Society will gladly collaborate with Joyner Elementary to ensure the success of this project.

The NCSHP is delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, nurtures, and enriches individual students. Please accept this letter as a strong endorsement for your MSAP grant to the U.S. Department of Education.

Sincerely,

Luz Frye
Vice President
North Carolina Society of Hispanic Professionals
"Promoting Education Among Hispanic Youth"



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Education

The University of North Carolina at Chapel Hill
CB# 3500, Peabody Hall
Chapel Hill, N.C. 27599-3500

March 4, 2004

Mr. Steve Mares
J Y Joyner Center for Spanish Language/International Baccalaureate
Magnet Elementary School
2300 Noble Road
Raleigh, NC 27608

Dear Mr. Mares:

I enthusiastically write this letter of support for the Magnet Schools Assistance Program Grant that the Wake County Public Schools is writing to the U.S. Department of Education. I have had the honor and pleasure of working with the fine administrators and teachers of Joyner Elementary for the past fifteen years. In the past four years, we have worked very closely with you on the Carolina Academic Literacy Project, a federal project funded by the US Department of Education Title III where both your school and one in Duplin County worked to establish high quality K-5 Spanish dual immersion programs. Coincidentally, this project provided school specific literacy training for all of the teachers in your school over these past four years.

Together we have seen the end of course grades rise for your students, thanks to your leadership, the training of our project, and that of the previous magnet grant as well. A strong relationship has been forged between Joyner Elementary and The University of North Carolina at Chapel Hill. I look forward to continued and future collaborations that will bring about strengthen programs that will benefit all learners.

I pledge my support and endorsement to this wonderful grant opportunity and look forward to any way that I may serve your school in the future. My best wishes for continued success.

Very sincerely,

Audrey L. Heinig-Boynton, Ph.D.
Professor of Education & Romance Languages
Project Director, Carolina Academic Literacy Project
President-Elect, American Council on the Teaching of Foreign Languages



El Pueblo, Inc.

118 South Person St., Raleigh, NC 27601
Tel. 919-835-1525 Fax. 919-835-1526
www.elpueblo.org

March 11, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
Raleigh, North Carolina 27609

Dear Ms. Massengill:

I am writing on behalf of El Pueblo, Inc. to express our wholehearted support of Wake County Public Schools proposal to the US Department of Education to increase and revitalize the Magnet Programs offered in Wake County's schools. As North Carolina's only statewide Latino public policy nonprofit organization, El Pueblo is vitally concerned about the education of Latino youth and of the intercultural exchanges that daily take place in our public schools.

According to the US Census, the Hispanic/Latino population of Wake County grew by nearly 600% from 1990 to 2000, which is why El Pueblo is particularly pleased and proud to see the proposal of a Spanish-language and International Baccalaureate program at Joyner Elementary School.

As a statewide, nonprofit public policy and advocacy organization, El Pueblo, Inc. is dedicated to strengthening the Hispanic/Latino community of North Carolina. El Pueblo has been pleased to collaborate with Wake County Public Schools through the schools' ESL programs, education and bilingualism workshops at the annual Latino Issues Forum, and the discussion of higher education topics through El Pueblo's youth program. We commend Wake County Public Schools' commitment to serve diverse populations.

I strongly urge the US Department of Education to support Wake County Public Schools' application for the system's Magnet Programs. These magnet programs enrich the lives of all residents of Wake County and provide opportunities to Latino and non-Latino students to receive a quality education and increase intercultural understanding.

Thank you,

Andrea Bazan Manson
Executive Director

March 08, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

I am pleased to support the Wake County Public School System in its grant proposal to the Magnet Schools Assistance Program. As a television news reporter in the community covering Hispanic issues, one of those at the forefront is how to incorporate a growing Hispanic population into the educational system without hindering those already integrated. What I witnessed in the dual language program at Joyner Elementary School was not just an outstanding compromise, but also a successful method of managing growth while keeping education and the social adjustment of children at the forefront. Latino students were well adjusted, they felt validated and important because of the language skills they could contribute. Students from English speaking families spoke Spanish so well they concentrated not on the language, but on the task at hand. They seem to forget they are fluent in another language because they are distracted by learning the subject matter of the moment!

It is my hope that the U.S. Department of Education will support Joyner's mission to keep language programs alive. I am prepared to follow the progress of the new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme. I believe nationally more schools will have to seek viable alternatives for a growing minority, which will also be beneficial to the existing majority. Please accept this letter as a strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of education.

Sincerely yours,



Gloria Lopez
WRAL News, Reporter

(b)(6)

4th March 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public School System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill:

My family and I are extremely pleased that the Wake County Public School System is submitting a grant proposal to the Magnet Schools Assistance Program in the Department of Education.

Both my wife and I (b)(6) appreciation for our culture, as well as what others can offer. (b)(6)
(b)(6) exposed to Spanish instruction, appreciation of Spanish cultural expressions, artwork, dance, music and traditions that are not normally seen within a regular school curriculum.

We are ready to provide enthusiastic support for the new and significantly revised project planned for Joyner Language Explorations Magnet Elementary School, soon to become J. Y. Joyner Center for Spanish Language/International Baccalaureate- Primary Years Programme. The proposed new program at this school is vital to our community.

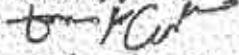
Specifically, the Castillos are prepared to support this school by:

- Participating in any local events that the schools may offer.
- Contacting individuals for increased participation and support.
- Meeting to coordinate events, including assisting in a "get the word out" telephone log.

In keeping our appreciation for our culture, we are delighted to support the efforts of the Wake County Public School System to create a learning environment that challenges, enriches, and nurtures individual students. Please accept this letter as strong endorsement and a pledge of cooperation for your MSAP grant to the U.S. Department of Education.

We look forward to working with you on the implementation of this grant if it is awarded. Please know of our keen interest in being involved in the planning stages for these new magnet programs.

Sincerely yours,


Yolanda Castillo

Tomás Franklin Castillo
Yolanda Castillo

(b)(6)



3000 New Bern Avenue
Post Office Box 14465
Raleigh, North Carolina 27620-4465
919-350-8000

February 19, 2004

Caroline Massengill
Senior Director, Magnet Programs
Wake County Public Schools System
3600 Wake Forest Road
P.O. Box 28041
Raleigh, NC 27611

Dear Ms. Massengill,

On behalf of WakeMed I am pleased to write in support of the Wake County Public Schools System in its grant proposal to the Magnet Schools Assistance Program in the Department of Education.

WakeMed has been a long-time partner of the Wake County Public Schools System in the area of career development, injury prevention and health education. Specifically, WakeMed has worked closely with the Enloe High School Medical Sciences Academy and the Southeast Raleigh High School Medical and Biotechnology Learning Center to provide clinical rotations for students interested in pursuing careers in the health and medical fields. These and other magnet programs offered through the Wake County Public Schools provide vital education experiences for youth and help ensure a well-prepared health care work force for our community.

As the largest and only community owned health care provider in Wake County, WakeMed is committed to our partnership with the Wake County Public Schools System and to our work with magnet programs within the System. Please accept this letter as an endorsement and indication of WakeMed's support for the grant proposal to the Magnet Schools Assistance Program from Wake County Public Schools System. We are more than willing to provide additional assistance and support as necessary in the planning and implementation of this grant proposal.

Please feel free to contact me for additional information or with questions.

Sincerely,

David Gardner, D.A.
Director
Corporate and Community Health
WakeMed
3000 New Bern Avenue
Raleigh, NC 27610
(919) 350-8608

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 3816-Mandatory_FINAL_Budget_Narrative_and_Budget_Details.pdf

BUDGET NARRATIVE

PERSONNEL

The salaries for Project Renaissance staff are based on the WCPSS Finance Manual guidelines, which were issued in July 2006. The salaries include a 7% cost-of-living increase in year 2007-08, 5.5% increase in year 2008-09, and 5% increase in year 2009-10 for certified staff. The cost of living increase for non-certified staff is 3% year 2007-08, 2.5% in 2008-09, and 2% in 2009-10, as projected for the state by the Governor's office.

Training schedules for teachers have not yet been finalized, but school administrators anticipate that staff training will take place on teacher workdays, pre-service days, early-release days, or during the summer, in order to create the least disruption possible for students. Training that occurs on a nonschool day or in the summer includes the standard WCPSS training stipend for staff of \$150/day.

Training that occurs on student instructional days require substitute teachers. WCPSS substitutes are paid at four different rates: \$65/day for non-certified substitutes; \$73/day for Effective Teacher Training certified substitutes; \$84/day for currently or previously licensed teachers; and \$132.60/day for teacher assistants. Due to a teacher shortage in the district, it is difficult to secure the services of a substitute, so many schools rely on teacher assistants. For the purposes of planning, we have estimated \$105/day for a substitute.

Curriculum units will be developed by WCPSS staff at the school system's standard rate of \$25/hour for professional curriculum design, which includes required matching benefits.

ABC's Incentive Awards of \$1,500 for individual school-based project staff members are determined by the North Carolina Board of Education and the N.C. Department of Public

Instruction based on the academic growth achieved by the school’s students during each school year.

FRINGE BENEFITS

Fringe benefits for project staff are based on the WCPSS Finance Manual guidelines and include:

Benefit	Calculation Basis	Qualifying Employees	
Social Security	7.65% of gross salary	Full-time or part-time employees	
Workers’ Compensation	\$0.30 per \$100 for professional staff		
Retirement	7.14% of salary	Full-time employees (75% or more)	
Hospitalization	\$337.25/mo. or \$4,047/year 2007-08		
	\$354.09/mo. or \$4249/year 2008-09		
	\$371.75/mo. or \$4,461/year 2009-10		
Dental	\$19.34/mo. or \$232/year 2007-10		
Longevity	<u>Years</u>	<u>Annual Pay Rate</u>	Full-time or part-time employees (20 hours or more)
	10 - 14 years	1.50%	
	15 - 19 years	2.25%	
	20 - 24 years	3.25%	
	25 or more years	4.50%	

TRAVEL

Local travel reimbursement is calculated at the state-approved rate of \$0.485/mile and is increased by 3% annually. Out-of-state or non-local travel funds are budgeted to include the state-approved subsistence allowance of \$34/day for out-of-state travel or \$32/day for in-state travel. Airfare costs are estimated at mid-week, round-trip airfares to and from the Raleigh Durham International Airport. Hotel costs are estimated at \$120-\$160/night, depending upon the destination. Conference registration rates are estimated based on the most recent conference information. International travel for school staff is estimated for U.S. air carriers and takes into consideration distance to destination as well as local exchange rates.

EQUIPMENT

The equipment category includes items whose cost exceeds \$5,000 per unit. Prices for equipment were quoted by the WCPSS Purchasing, Technology Services, or Curriculum and Instruction departments in consultation with state contract guidelines. All equipment for the grant will be purchased on state contract whenever applicable. PC-based computer or technology equipment meets WCPSS technology specifications for compatibility and will be maintained by the WCPSS Technology Department. Apple or Macintosh equipment that is purchased will be bought on state contract whenever applicable and will be maintained by an external contractor. Wireless laptop computers will be purchased for project staff and teachers and will be connected to the wireless network that will be installed on two of the project schools' campuses.

SUPPLIES

The supplies category includes technology that costs under \$5,000 per item. All supplies and material items will be bought on state contract whenever applicable. Prices were quoted from local vendors or WCPSS specialists in Purchasing or the Curriculum and Instruction

Departments. Supplies to supplement classroom instruction will support each theme at the project schools. These supplies include, but are not limited to, wireless laptops, digital cameras, printers, scanners, and CD/DVD writable drives; a non-linear lab, which includes mixers, lights, microphones, and booms; art materials; musical instruments; media center resources; and “learning lobbies” to accommodate small-group seating and accessibility to the wireless network.

The project schools’ printing and graphic design needs were estimated by the WCPSS Print Shop staff. These services will be provided by the WCPSS Print Shop whenever possible.

Software licenses include Adobe Photoshop for all computers as well as specific software for academic programs. All software that will be purchased has been aligned with the school’s magnet theme.

Costs for ancillary academic supplies or classroom teaching materials were estimated in consultation with school-based administrative or instructional personnel.

CONTRACTED

The contractual needs were identified in support of the initiatives at each Project Renaissance school. These services will be used to enhance existing facilities, provide staff with technical support, arrange for artist residencies, and secure privileges to access the New Tech Foundation project management tools and the project based learning library. To support classroom instruction, the grant will contract with external trainers when necessary for specialized training, such as Stephen Covey’s “Seven Habits of Highly Effective Teens” training and Langford Quality Tools training. At two project schools, local and national artists will be contracted as artists-in-residences. In addition, all three project schools will contract with local vendors to assist in the development of marketing and recruiting materials, such as brochures, Web sites, and videos that reflect the significantly revised programs at each school.

OTHER

The WCPSS Facilities Planning Department provided estimates for costs of modifications to existing facilities, including the conversion of traditional classrooms to New Tech classrooms or New Tech lobby. The Technology Department provided estimates on the costs for the installation of transmitters for wireless connections between computers and the network at SRMHS and EGMMS. Admission fees for students to attend local shows, museums, and other special events have been estimated based on the number of students attending and the student fee.

Furnishings for Project Renaissance implementation will be purchased on state contract whenever applicable and will include computer desks, chairs, shelving, storage, or adaptive portable furnishings.

INDIRECT COSTS

The indirect cost rates are determined annually by the Financial and Personnel Services Division of the Public Schools of North Carolina. In the 2006-2007 year, the indirect cost rate for discretionary grant programs with the condition to “supplement and not supplant” is 4.435%, applied to all direct expenses except equipment. The indirect cost rate for 2006-07 was applied to all three years of the grant; however, this rate will vary slightly from year-to-year.

(b)(4)

(b)(4)

(b)(4)

A.		B.	C.	D.
Magnet Schools Assistance Program		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
1	Salary estimates are based on the WC PSS 2006-2007 salary schedule with cost of living increases estimated for each year, and will vary according to the qualifications of the individual			
2				
3	Budget Detail: Central Operations			
4				
5	PERSONNEL			
6	1.0 FTE Grant Project Director - (WCPS) Director salary schedule, 110% market value, 12 MOUL 3% annual cost of living raise.	\$ 87,892	\$ 89,782	\$ 91,276
7	1.0 FTE Grant Evaluator - (WCPS Senior Administrator, 110% market value, 12 MOUL 3% annual cost of living raise.	\$ 77,053	\$ 79,635	\$ 81,228
8	1.0 FTE Grant Recruiter - (WCPS) 3A level, 0-5 years experience in marketing, 12 MOUL	\$ 39,441	\$ 40,627	\$ 41,746
9	1.0 FTE Grant Budget Analyst - (WCPS) Pay Grade 26, 0-20 years of experience, 12 MOUL 3% annual cost of living raise.	\$ 44,863	\$ 45,872	\$ 46,941
10	Personnel Subtotal	\$ 249,249	\$ 255,522	\$ 260,631
11	FRINGE BENEFITS			
12	FICA on all personnel less \$ 7.63%	\$ 19,077	\$ 19,542	\$ 19,928
13	Retirement on all personnel, voluntary, and non-voluntary less \$ 7.14% in 2007-08, 7.14% in 2008-09	\$ 17,769	\$ 18,244	\$ 18,609
14	Workman's Comp on all personnel, voluntary, and non-voluntary less 0.3%	\$ 997	\$ 1,022	\$ 1,047
15	Health Insurance for each 17.12% \$2,047 in 2007-08, \$2,220 in 2008-09, \$2,411 in 2009-10	\$ 16,188	\$ 16,960	\$ 17,644
16	Dental for each 17.12% \$2,333 in 2007-08, \$2,537 in 2008-09, \$2,756 in 2009-10	\$ 928	\$ 974	\$ 1,020
17	Fringe Benefits Subtotal	\$ 54,962	\$ 56,277	\$ 57,161
18	TRAVEL			
19	Local Travel - Grant Project Director - (based on 1060 miles per month @ \$0.485 per mile; Yr. 1, with 3% increase Yr. 2 and 3)	\$ 5,820	\$ 5,985	\$ 6,174
20	Local Travel - Evaluator - (based on 100 miles per month @ \$0.485 per mile; Yr. 1, with 3% raise increase Yr. 2 and 3)	\$ 1,246	\$ 1,266	\$ 1,298
21	Local Travel - Grant Recruiter - (based on 500 miles per month @ \$0.485 per mile; Yr. 1, with 3% raise increase Yr. 2 and 3)	\$ 1,164	\$ 1,190	\$ 1,215
22	Local Travel - Grant Budget Analyst - (based on 200 miles @ \$0.485 per mile; Yr. 1, with 3% raise increase Yr. 2 and 3)	\$ 1,164	\$ 1,190	\$ 1,215
23	National Travel - Grant Project Director - (Magnet Schools of America's Legislative Conference, MSA's National Conference, MSA's M. A. R. T. Conference, and MSA's National Conference; include surface, ground transportation, registration, lodging, and per diem)	\$ 6,800	\$ 7,140	\$ 7,492
24	National Travel - Grant Evaluator - (Magnet Schools of America's Legislative Conference & National Conference, American Education Research Association Evaluation Conference, North Carolina Assessment Conference; include surface, ground transportation, registration, lodging, per diem)	\$ 5,670	\$ 5,954	\$ 6,252
25	National Travel - Grant Recruiter - (National Schools Public Relations Association conference and MSA National conference)	\$ 3,470	\$ 3,640	\$ 3,800
26	National Travel - Grant Budget Analyst - (professional development and MSA National conference; include surface, ground transportation, registration, lodging, per diem)	\$ 3,470	\$ 3,570	\$ 3,740
27	Travel - CA for MHS, include registration, lodging, surface and per diem	\$ 3,470	\$ 3,640	\$ 3,800
28	International Travel - Administrator Lation Initiative for educators-related transportation @ \$600 per person for one day study in Mexico, include a 2-day orientation seminar, & tickets of a North Carolina follow up workshop; 1 administrator Yr 2 and Yr 3	\$ 7,200	\$ 7,400	\$ 7,600
29	Travel Subtotal	\$ 39,764	\$ 41,601	\$ 43,581

A		B	C	D
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3	Budget Detail: Central Operations			
30	EQUIPMENT: Anything over \$5000			
31				
32				
33	<i>Equipment Subtotal</i>	\$ -	\$ -	\$ -
34	SUPPLIES			
35	Printing - (includes new theme based magnet recruitment brochures, banners, and graphic designed materials)	\$ 6,000	\$ 6,000	\$ 6,000
36	Magnet Recruitment Fair - (includes magnet banners, electrical cords, table linen, servers, staples, software, signs, measuring cups, and storage containers, etc.)	\$ 5,000	\$ 5,000	\$ 5,000
37	Magnet Recruitment Advertisement - (includes Carolina Parent, print shop, local TV stations)	\$ 25,000	\$ 25,000	\$ 25,000
38	General Office Supplies - (includes paper, printer/copier/fax toner, document cords, pens, pencils, flash drives, ink, notebooks for presentations, etc.)	\$ 2,500	\$ 2,500	\$ 2,500
39	Magnet Grant Project Director - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CD/DW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 4,200	\$ 3,500	\$ 3,500
40	Magnet Grant Evaluator - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CD/DW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 2,200	\$ 1,500	\$ 1,500
41	Magnet Grant Recruiter - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CD/DW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 2,200	\$ 1,500	\$ 1,500
42	Magnet Grant Budget Analyst - (includes one 1 link center V55e Pentium D (Duo Core), 3.0GHz, 512MB Memory, 80GB HDD, CD/DW/DVD combo, floppy drive, gigabyte ethernet, 15" flat panel, WinXP Pro, V-S1, Adobe Photoshop & Premier Elements preload (Bundle includes Desktop and Monitor with comprehensive 3 year onsite warranty, one \$799.00 and supplies such as: paper, pens, pencils, printer ink & toner, folders, and staples, paper clips, etc.)	\$ 1,700	\$ 1,000	\$ 1,000
43	Networked printers for staff development - (two HP color LaserJet printers 4700N, 600 dpi x 600 dpi, capacity 600 sheets, 31 ppm, up to \$2957 each)	\$ 5,014		
44	Project Renaissance Staff Development Supplies - (includes notebooks, dividers, labels, ASCD professional development books such as: Lane Jenkins, "I Teaching with the Brain in Mind", "Ains with the Brain in Mind", "Poverty and the Brain", three book sets of 20 @ \$27.95 each per year; Carol Ann Tomlinson, "The Differentiated Classroom: Responding to the Needs of All Learners", "Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids", two sets of 20 @ \$21.95 each per year 2 and 3)	\$ 8,177	\$ 7,378	\$ 6,939
45	Project Renaissance Staff Development and Curriculum Writing Technology - (fileson 1 linkPad X601 tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" touch screen 80 GB HDD, gigabyte ethernet, wireless, 802.11 a/b/g, 1 GB RAM, USB Portable Drive, fingerprint reader, MS One Note 2003, Adobe Photoshop Plus & Premier Elements, 3-year parts & labor depot warranty included digital @ \$2471.00, fileson Logitech V450 cordless laser mouse for notebooks @ \$49.99, one camera camcorder @ \$499.00, One Mac Book Pro, 2 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive @ \$400.00, with 17" widescreen display, with backlit keyboard, Mac OS, final cut express pre-installed software, Apple Care protection plan for Mac Book Pro/PowerBook, office software licenses such as Adobe Creative Suite with Acrobat Dreamweaver 8 @ \$564.99, Symantec Client Security Anti virus protection @ \$42.74 each)	\$ 42,402	\$ 53,378	\$ 52,939
46	<i>Supplies Subtotal</i>	\$ 105,689	\$ 53,378	\$ 52,939

	A	B	C	D
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3	Budget Detail: Central Operations			
4	CONTRACTUAL			
47	Market Smart - (develop media campaign for Project Renaissance schools)	\$ 15,000	\$ 15,000	\$ 15,000
48	Exhibit Resources - (space for each Project Renaissance school)	\$ 30,000		
49	Eric Jensen/Art Based Training - (focusing on practical strategies linking brain research to student achievement, one-day presentation @ \$9500 per day, includes all travel fees)		\$ 9,500	6,500
50	Carol Tomlinson - (Differentiation and Understanding by Design: Connecting Content and Kids, one day presentation @ \$6500 per day, includes all travel fees)			
51	Website Design - (design web sites, logos, and provide professional staff development for maintaining web sites for Project Renaissance schools)	\$ 2,500	\$ 2,500	\$ 2,500
52	Vision Connect - (provide staff development for developing focus group and marketing plans, with follow-up Yr. 2 and Yr. 3 for all Project Renaissance schools)		\$ 3,500	\$ 3,500
53				
54	Contractual Subtotal	\$ 47,500	\$ 29,500	\$ 26,500
55	OTHER			
56				
57				
58				
59	Other Subtotal	\$ -	\$ -	\$ -
60	TRAINING			
61	Eric Jensen/Art Based Training - (focusing on practical strategies linking brain research to student achievement, one-day presentation Yr. 2 see contractual for fees)			
62	Carol Tomlinson - (Differentiation and Understanding by Design: Connecting Content and Kids, one day presentation) see contractual for fees			
63	Website design - (design web sites, logos, and provide professional staff development for maintaining web sites for Project Renaissance schools) see contractual for fees			
64	Vision Connect - (provide staff development for developing focus group and marketing plans, with follow-up Yr. 2 and Yr. 3 for all Project Renaissance schools) see contractual for fees			
65	Training Subtotal	\$ -	\$ -	\$ -
66				
67	Direct Costs	\$ 497,225	\$ 432,739	\$ 437,164
68	<i>Includes all subtotals</i>			
69	Indirect Costs	\$ 22,052	\$ 19,192	\$ 19,388
70	<i>@ 4.4531% of all subtotals except Equipment Costs</i>			
71				
72	Total	\$ 519,277	\$ 451,931	\$ 456,552
73	<i>Direct and Indirect</i>			
74				
75	Three Year Project Total for Central Operations	\$ 1,427,768		

	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3	Budget Detail: Southeast Raleigh High School (1,940 students, 145 certified staff)			
4				
33				
34	EQUIPMENT (Unit price of \$5000 or greater)			
35	Wireless access points infrastructure	\$220,000	\$0	\$0
36	Gigabyte fiber switches and infrastructure	\$197,000	\$0	\$0
37	Linux servers - Quad CoreDuo with 8 GigaB ram, 2 TB Raid, gigabyte X4, 1 per year, estimated at \$10,479/unit	\$10,479	\$10,479	\$10,479
38				
39	<i>Equipment Subtotal</i>	<i>\$427,479</i>	<i>\$10,479</i>	<i>\$10,479</i>

	D	E	F	G
	Year 1	Year 2	Year 3	Year 3
	2007-08	2008-09	2009-10	2009-10
3	Budget Detail: Southeast Raleigh High School (1,940 students, 145 certified staff)			
4				
40				
41	SUPPLIES			
	Site Coordinator, Technology Coordinator and Network Administrator - (three IBM Thinkpad X60 Tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" Touch Screen 80 GB HDD, gigabyte ethernet, wireless 802.11 a/b/g, 1 GB RAM, USB Portable Diskette Drive, fingerprint reader, VS One Note 2003, Adobe Photoshop Plus & Premier Elements, 3-year parts & labor depot warranty included digital 3 1/4 \$2471.00, three Logitech V450 cordless laser mouse for notebooks 3 1/4 \$49.99, one canon powershot A550 digital camera, 512 MB secure digital card, digital camera case, one Canon ZR850 digital camcorder/bag/VCR mini DV digital tape 1/4 \$499.00, One MacBook Pro, 3 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive 1/4 \$540.00, open, with 17" widescreen display, with backlit keyboard/mac OS, final cut express pre-installed software, AppleCare protection plan for MacBook Pro/PowerBook 3 1/4 \$3447.00, office software licenses such as Adobe Creative Suite with Acrobat/Dreamweaver 8, 3 mac and 3 IBM site license 1/4 \$26,000 each, Symantec Client Security Anti virus protection site license 1/4 \$21,411 each)			
42	\$19,895			
43	New Tech Classroom Technology - (two classrooms of 33 wireless laptops/classroom in Yr 2, one classroom in Yr 3 estimated at \$1,332/laptop)			
	\$0	\$87,912		\$43,956
44	New Tech Classroom Technology - (four classrooms of 33 thin client workstations/classroom in each of Yr 1; two classrooms in Yr 2; three classrooms in Yr 3 estimated at \$900/thin client)			
	\$118,800	\$59,400		\$89,100
45	New Tech Classroom Furniture - (collaborative furniture, includes lockable Tiptop computer tables with storage; 20 tables/learning studio/8 learning studios and one conference table per room for project-based learning, estimated 1/4 \$10,000/studio/8 studios Yr 2, four studios Yr 3)			
		\$80,000		\$40,000
46	New Tech Learning Lobby - (small group seating communities to access wireless network located through out the school)			
		\$10,000		\$10,000
47	Graphics Lab - (22 high-end workstations, software, scanners, cameras, Giclee printers)			
	\$79,480			\$0
48	One Mac Lab - (supporting student training in digital arts and graphics)			
	\$30,000	\$0		\$0
49	Software - (site license: Adobe CS3, 3D Studio Max, Macromedia, Digital music)			
	\$125,000	\$0		\$0
	Adventure Hardware Leadership and Team Building - Materials - (e.g., copies for processing and element work, The Web, Tangrams, Poly Spots, Trailways, Thinker Toy Replica, Giant floor Puzzles, Tube Play, Marble Tube Play, Vocabballs, Train Noodles, Surf Talking objects, Taps Magic Carpets, with 50% replacement in Yr 2, 25% replacement in Yr 3)			
50	\$13,000	\$6,500		\$3,250
51	Non-linear Lab - (cameras, mixers, lights, mics, boom, cables, workstations, software)			
	\$154,772			
52	Stephen Covey - (training manuals for full staff Yr 1 1/4 \$80/staff, 25 new staff members Yrs 2 and 3)			
	\$11,600	\$2,000		\$2,000
53	Stephen Covey Seven Habits of Highly Effective Teens - (6 manuals 1/4 \$7/unit 125 academic coaches Yr 1; 25 in Yrs 2 and 3, workbook classroom sets 1/4 \$14/each 500 Yr 1, 300 Yr 2 and 100 Yr 3)			
	\$7,875	\$4,375		\$1,525
54	Student and Staff Planners/Calendars - (2,000 students and 145 faculty, purchased in Yrs 1 and 2 for Yrs 2 and 3 estimated at \$5.50/unit)			
	\$11,798	\$11,798		\$0
55	Marketing/Recruiting Materials - (create Project Renaissance brochures, DVDs, marketing pieces, & design learning spaces in the great hall, updating lobby and hallways to reflect the significantly revised theme, printing marketing materials Yr 2 and Yr 3)			
	\$30,750	\$10,000		\$10,000
56				
57	Supplies Subtotal			
	\$602,970	\$271,985		\$199,837

	D	E	F	G
		Year 1	Year 2	Year 3
		2007-08	2008-09	2009-10
3	Budget Detail: Southeast Raleigh High School (1,940 students, 145 certified staff)			
4				
58	CONTRACTUAL			
59	Building Leadership Institute - Outdoor Educational Course - (provide and conduct leadership and problem-solving training with 400 students per year @ \$47/student)	\$18,800	\$18,800	\$18,800
60	New Tech foundation contract - (access to New Tech High Learning System, technology training and PBL design)	\$110,000	\$72,000	\$72,000
61	Mac Lab Technical Support - (provide technical support; estimated at \$110/hr, 2 hrs/wk, 40wks/year)	\$8,800	\$8,800	\$8,800
62	New Tech Classroom Conversion - (contract to convert four classrooms per year with infrastructure (e.g., electrical, IT/V.A.C., lighting, cabling) to support New Tech classrooms (estimated))	\$130,000	\$130,000	\$130,000
63	Langford Tools Training - (four day training for 4 faculty members @ \$675/person Yr 1)	\$2,700		
64	Langford Training - (for full staff 145 faculty Yr 2 and 20 new faculty Yr 3 @ \$320/person @ \$3,000 in expenses)		\$49,400	\$9,400
65				
66				
67				
68				
69	OTHER			
70				
71	NCSU Pre-College Summer Program - (student tuition @ \$550/student for 20 students/year)	\$11,000	\$11,000	\$11,000
72				
73				
74				
75	TRAINING			
76				
77				
78	Training Subtotal		\$0	\$0
79				
80				
81	Direct Costs	\$1,580,484	\$851,258	\$745,460
82	Includes all subtotals			
83				
84	Indirect Costs			
85	@4.4350% of all subtotals except Equipment Costs	\$51,136	\$37,289	\$32,596
86				
87	Total	\$1,631,620	\$888,547	\$778,056
88	Direct and Indirect			
89				
90	Three Year Project Total for Southeast Raleigh High School	\$3,298,223		

	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
1	Magnet Schools Assistance Program			
2	Salary estimates are based on the WCPSS 2006-2007 salary schedules with cost of living increases estimated for each year, and will vary according to the qualified			
3	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)			
5	PERSONNEL			
6	1.0 FTE Site Coordinator - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 12 MOE, 3% cost of living raise)	\$68,572	\$61,793	\$64,883
7	1.0 FTE Spanish Teacher - (WCPSS teacher salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$83,019	\$85,935	\$88,732
8	1.0 FTE Visual Arts Teacher - (WCPSS teacher salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$83,019	\$85,670	\$88,454
9	1.0 FTE Dance Teacher - (WCPSS teacher salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$51,037	\$53,844	\$56,536
10	Extra Duty Curriculum Writing - (3 Units per year)	\$2,400		\$2,400
11	Extra Duty for Summer Visual Arts Camp - (four 1-week camps, three faculty per camp, 6 hours per day, five days per week, \$30 per hour)	\$10,800	\$10,800	\$10,800
12	ABC Incentive Award Pay - (WCPSS school-based faculty pay of \$1500 to cover the potential bonus if their school achieves "exemplary" status under the state's ABC's accountability system)	\$6,000	\$6,000	\$6,000
13	Stipends - (10 teachers, Activity Advisor Grade Level I 0-4 Years experience)	\$4,141	\$4,348	\$4,565
14	Substitutes - (59 Subs per year @ \$105 per substitute)(Choral Director subs 13 x \$105)	\$7,560	\$7,938	\$8,335
15				
16		\$246,548	\$258,728	\$270,705
17	FRINGE BENEFITS			
18	FICA on all personnel lines @ 7.65%	\$19,861	\$19,793	\$20,716
19	Workman's Comp on all personnel lines @ 0.3%	\$742	\$776	\$812
20	Retirement on all personnel lines except subs @ 7.14% in 2007-08; 7.14% in 2008-09; 7.14% in 2009-10	\$17,064	\$17,906	\$18,733
21	Hospitalization for each FTE @ \$4,047 in year 2007-08; \$4,249 in 2008-09; \$4,461 in 2009-10	\$16,188	\$16,996	\$17,844
22	Dental for each FTE @ \$232 in year 2007-08; \$232 in 2008-09; \$232 in 2009-10	\$1,392	\$1,392	\$1,392
23				
24		\$54,245	\$56,863	\$59,490
25	TRAVEL			
26	Local Travel - Site Coordinator - (based on 250 miles @ \$0.485 per mile Yr 1, with 3% rate increase Yr 2 and Yr 3)	\$1,455	\$1,499	\$1,544
27	Local Travel - World View Symposium - (through UNC at Chapel Hill) (10 faculty @ \$175 each for registration, travel, per diem)	\$1,063	\$1,063	\$1,063
28	Local Travel - World View Cooperating Partner Seminar - (for faculty each year @ \$116/faculty includes registration, travel, per diem held in Chapel Hill, NC)	\$464	\$464	\$464
29	Local Travel - North Carolina Music Education Association - (includes registration, per diem, lodging, & mileage held in Winston Salem, NC)	\$652	\$652	\$652
30	Local Travel - Summer Choral Conducting Workshop - (includes registration, per diem, lodging, and mileage in East Carolina University)	\$1,163	\$1,163	\$1,163
31	National Travel - Site Coordinator and One faculty member - (Magnet Schools of America's National Conference, includes airfare, ground transportation, registration, lodging, and per diem with 3% increase Yr 2 and Yr 3)	\$3,400	\$3,502	\$3,607
32	National Travel - Project Zero Classroom Training Harvard University - (ten faculty in Yr 1 at \$2480/faculty registration plus airfare at \$300/faculty, 2 faculty in Yrs. 2 and 3)	\$27,800	\$5,560	\$5,560
33	National Travel - Site Coordinator travel - (Magnet Schools of America Conference, includes registration, travel, lodging, per diem)	\$1,750	\$1,750	\$1,750
34	National Travel - IB Arts training - (4 faculty, Level II training, Yr 1; 4 faculty Level III training, Yr 2, 4 faculty, Specialty Topics, Yr 3 all @ \$1,500/per person)	\$6,000	\$6,000	\$6,000

	D	E		F		G	
		Year 1 2007-08	Year 2 2008-09	Year 2 2008-09	Year 3 2009-10		
3							
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)						
35	National Travel - National Dance Education Organization Conference - (one dance teacher includes registration, flight, lodging, and per diem)	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
36	National Travel - National Dance Association - (includes one faculty registration, per diem, lodging, flight for one faculty)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
37	National Travel - American Choral Directors - (includes registration, per diem, lodging, and airfare, in Miami, FL)	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
38	International Travel - Center for International Understanding - (China Partnership travel for 2 faculty @ \$3,500/faculty in Yr 1, \$4,000/faculty in Yr 3)	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$8,000
39	International Travel - Center for International Understanding: Latino Initiative for Educators (2 faculty Yr 1 @ \$3600/per person for a ten day study in Mexico, 2-day orientation seminar, cost of follow up work-shop; 1 faculty Yr 2 and Yr 3)	\$7,200	\$4,000	\$4,000	\$4,000	\$4,250	\$4,250
40	International Travel - World View International Study Visit - (two faculty each year traveling to varied world destinations, estimated at \$3,500 per faculty in Yr 1, \$3,750 per faculty in Yr 2, \$4,000 per faculty in Yr 3 including travel, lodging, registration, per diem)	\$7,000	\$7,500	\$7,500	\$7,500	\$8,000	\$8,000
41		\$70,347	\$38,553	\$38,553	\$38,553	\$47,453	\$47,453
42	EQUIPMENT (Unit price of \$5000 or greater)						
43	Music Studio Equipment - (Musser M250 Mianmba, Yamaha YV3710C Vibraphone, Adams BK5003 Orchestra Chimes)	\$18,588					
44	Alvas performance dance floor - (Matlay 50'x50')	\$5,660					
45	Alvas wood floating dance floor - (50'x50')	\$5,880					
46							
47		\$30,128	\$0	\$0	\$0	\$0	\$0
48	SUPPLIES						
49	Dance Studio Supplies - (Balled barres - free standing 8' w/banes on both sides, mirrors; Ten 6'x4' horizontals with wheels, Colguard tarp floor; Champion II double-sided Olive/White 50'x70', metal-st-rod floor tarp 18 oz. vinyl 50' x 70', & floor tarp equipment cart; Elite chrome 39" sahers, Elite white rifles; 39" white 4 w/leather strap; 75 flags; 30 sets of yoga mat & halls; Winterguard costumes, variety of costumes, costume/equipment storage cabinets, bookcases, electronic storage safe, etc.)	\$52,638	\$7,860	\$7,860	\$7,860	\$7,860	\$7,860
50	Cultural Dance Expansion Materials - (Eleven Dell wireless laptops with bags & notebook platforms, 3 boomboxes, DVD Camcorder w/cases, dance CDR collections, dance DVD collections, Digital Cameras (Easyshare z612 zoom, with memory cards, Dell projector \$100mp with interlink remote point, 50ft VGA cable, video cable composite, RCA to RCA cable, replacement bulb, ceiling mount kit, adapter, carrying case, 92 inch portable projection screen, color laser printer (5110en, USA cable, assorted ink cartridges, Dell TV (W3207c LCD with logitech harmony remote 688, wall mount kit, DVD theatre system, VGA video cable, JVC Anthology of World Music and Dance, Dance Forms Ensemble software (10 site license), Adobe Audition 2.0 music editing software, Dance Soft Management software unlimited version with site license, Photo and video editing software, assorted dance classes CDs, How to dance through time DVD's volumes 1-6, two MP3 players, David Parsons' Pattern VHS, African-Haitian Dance Class; Dunham Technique, The Holy Body Tattoo, International Music CD and assorted DVD/VHS collections, & assorted supplies Yr 2 and Yr 3)	\$76,271	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750
51	Site Coordinator/Arts Teacher, Spanish Teacher, Visual Arts Teacher, and Dance Teacher - (Four IBM Thinkpad X60 Tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" Touch Screen 80 GB HDD, giga-byte ethernet, wireless 802.11 ab/g, 1 GB RAM, USB Portable Diskette Drive, fingerprint reader, MS One Note 2003, Adobe Photo-shop Plus & Premier Elements, 3-year parts & labor depot warranty included digital 4@: S2471.00, three logitech V450 cordless laser mouse for notebooks 4 @: \$49.99, one canon powershot A550 digital camera, \$12 MB secure digital card, largus camera case, one Canon ZR850 digital camcorder/bag/JVC mm DV digital tape @: \$499.00, One MacBook Pro, 2 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive @: \$400 rpm, with 17" widescreen display, with backh keyboard/mac OS, final cut express pre-installed software, AppleCare protection plan for MacBook Pro/PowerBook 4 @: \$3447.00, office software licenses such as Adobe Creative Suite with Acrobat Dreamweaver 8, 4 mac and 4 IBM site license @: \$26.00/each, Symantec Client Security Anti virus protection site license @: \$21.41/each)	\$26,526	\$500	\$500	\$500	\$500	\$500
52	Cultural Visual Arts Expansion Materials - (The Shock of the New" DVD series @: \$99.00 & 30 Books @: \$50 each, Course Slides of digital artwork reproductions, Set of 35 Books, Digital Images)	\$8,599	\$500	\$500	\$500	\$500	\$500

	D	E			G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10	
3					
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff) Cultural Music Expansion Materials - African drums (includes Djembes, Doun-douns, Sanghars, Kenkem, Didgeridoo Australia: (includes Bare Nature Bell Didgeridoo), Steel Drums Caribbean: (includes brushed chrome triple cellos), Indian Instruments: (includes Indian Snake Flute and Shenai), Native American Flutes, and the Wenger storage cabinets World Music library 100 CD's@520/each)				
53	Music (Voice) Expansion Materials - (Gamble 43-600H-6 and Gamble 43-363H-6 portable choral & hand mtrs, stage riser caddy 43-OPEC-6, transfold choral riser 43-FR72-6, clip on piano lights, Toshiba 40-300N-6 DVD-VCR combo, Shure 88-8929-6 microphone, Manhauset - 40-094R-6 music stand storage cart, Gamble 70-501-K-6 deluxe expanding (ohos, Mobileer M-547-10006026 digital piano transporter, JW Pepper vocal music collection, JW Pepper vocal sheet music, Mollard 8602502 sahd wood batons, Mollard 8603852 haton tote bags, Keywound metronomes, boys changing voice video 3258746, Working with the Male Voice video, IPQD Apple, Dell Latitude D610 Pentium M 1.7 GHz with 17" Display laptop, Kenwood portable remote, (Yr. 2 and Yr. 3 sheet music replacement, dvd replacement and update) (estimated at \$14,000, distributed 40/40/20% over three years)	\$27,669	\$5,600	\$2,800	\$2,800
54	Cultural Visual Arts Course Materials - (Olympic Gas down draft kin. kin. furniture, Pyrometer, wall unit, vented hood, grinding discs, insulating firebrick, ceramic fiber insulated fiber board, bonding cement glazes, clay, Raku tongs, Raku gloves, Heat resistant clothing for Raku, sculptural wax, plaster, plaster molds, silica flour, plywood, rolls of sheet metal, crushed glass for kiln casting, flour pots, styrofoam insulation, various hand tools, dust masks, Hobart Mig Welder, Hobart 250 amp Plasma cutter, brass torch, Regulator, hose kit, Welding gloves, helmets, leather welding jacket, Mig phiers, aluminum Mig gun, protective curtains, cement mixer, sand, resin, welding equipment/work stations, steel, fire brick, saw dust, Dremel Tool Kit, hammers, chisels, tool chest, assorted pliers, files/Rasps, picks/saws, assorted screwdrivers, foam board insulation, heavy duty trash cans, angle grinders, vices, metal workbench, propane gas for welding, protective face shields, air compressor Husky 5 hp/26 gallon, air accessories, shop vacuum Ridgit 6 1/2 hp/16 gal, heavy duty plastic cart, replacement Art supplies Yr. 2 and Yr. 3) (estimated at \$44,000 distributed 40/40/20% over three years)	\$17,600	\$17,600	\$8,800	\$8,800
55	Cultural Theatre Materials - (DVDs, and videos, theatrical library, costume storage cabinets, costumes, props) (estimated at \$18,000, distributed 40/40/20% over three years)	\$7,200	\$7,200	\$3,600	\$3,600
56	Music Instruments Expansion - (Orchestra, Wind, & Percussion instruments such as: Kettle Drums, tuba & tuba case, French Horn, Euphonium, Piccolo, Bass Clarinet, Tenor & Baritone Saxophone, Oboe, Bassoon, Mellophone, Marching Baritone, Sousaphone, Xylophone, Vibraphone, Trpnam (set of 5), Concert Snare Drum, Orchestra Bells, & Bell Stand, Snare Drum Stand, Orchestral Chrome Mallets, Concert Toms and Stands, Concert Bass Drum, Latin Percussion CP122 and CP123 Triangle, Grover TBS Triangle Beater Set, Grover S21C Triangle Chop, Latin Percussion LP394 Maracas, Danmar DANI7A Castanets, Sabian 50303H Crotales (High Octave), Sabian 50303L Crotales (Low Octave), Latin Percussion LP23 JB Agogo Bells, Fender Bassman 250 Combo 1x15" Bass Guitar Amplifier, Tom Crown 30TC Trumpet Straight Mute, Tom Crown 30TCTUP Trumpet Cup Mute, Tom Crown 30TWW Trumpet Harmon Mute, Tom Crown 30TTC Trombone Straight Mute, Tom Crown 30TTCUP Trombone Cup Mute, Dem's Wick DW5524 French Horn Straight Mute, Humes and Berg 119 French Horn Stop Mute, McCormack's Drill Design Software (3D Java Drill Design Software) (estimated at \$158,000 distributed 40/40/20% over three years)	\$63,200	\$63,200	\$31,600	\$31,600
57	Music Expansion Materials - Coda Music Notation Software (Female Academic/Theological 2007), Wenger Classic 50 Stand (Black) Music Stand, Wenger Student Chair (Black) Music Chair, Wenger Large Stand Rack Stand Rack, Wenger Chair Rack, Drum Table)	\$9,087	\$2,500	\$2,500	\$2,500
58	After School Tutoring: (materials - dry erase boards, markers, notebooks, paper, printing, mk, workbooks, etc.)	\$2,500	\$2,500	\$2,500	\$2,500
59	Leadership Advisory Program - (materials: printing, leadership books, notebooks, etc.)	\$2,500	\$2,500	\$2,500	\$2,500
60	Visual Arts Summer Cultural Camp - (materials - Santa Fe easel, Locking steel flat metal drawer cabinet, pro mat cutting system, display system, stools, Black scholastic brush sets, watercolor pads, Black master eich model II press, press bench model II, model II wood blanked, portable rack/shelf, 14 gauge sculpture wire, 11 piece vet clay tools, Kemper wire clay cutter, Banley ware cart, A & B heat resistant gloves, impact goggles, powershot staple guns, oil paints student set, tile/glass nippers, Prisma color pencils set of 36, replacement materials Yr. 2 and Yr. 3)	\$36,521	\$6,500	\$6,500	\$6,500
61	LCD Digital Projectors - (six projectors, 2 per year, estimated at \$1,300/projector, ceiling malled)	\$2,600	\$2,600	\$2,600	\$2,600
62					

		D			E	F	G
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
		2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3							
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)						
63	Center for International Understanding China Partnership - (microphone and headset, webcam combo; 20 combo sets @ \$50/per combo, 5 replacements Yr 2 and Yr 3, web conferencing technology licensing @ \$7500 per year	\$8,500	\$7,750	\$7,750			\$7,750
64	Understanding the Latino Culture - (workshop materials 20 books @ \$20/per book)			\$400			\$400
65	Cultural Learning Lobby - (small) group cluster seating communities, to access wireless network located in main lobby area)		\$10,000				
66	Media Resources to support Cultural Arts: (Geography, History, Art, Music, Cultural Studies, Drama, US and International books, media, CDs, and posters)	\$6,500					
67	Supplies Subtotal	\$333,511	\$143,960	\$87,160			
68	CONTRACTUAL						
69	Cultural Music Guest Artists - (two artists per year, estimated at \$1,000; per artist)	\$2,000	\$2,000	\$2,000			\$2,000
70	Burning Coal Theatre Company - (guest director, 1 main-stage show & production costs)	\$10,000	\$10,000	\$10,000			\$10,000
71	Technical Theatre Manager - (e.g., college intern for 20 shows per year, estimated at \$200/show)	\$4,000	\$4,000	\$4,000			\$4,000
72	Refurbish Auditorium Chairs - (320 chairs @ \$200.50/chart)	\$64,160					
73	Replace Auditorium Rear Curtain - (two panels, rear traveler walk along, 21 ounce velour curtain with new clamps and hang points, installed)	\$4,000					
74	Refurbish Auditorium Stage Floor - (44ft x 38 ft-1672sq. Ft. at \$10.00 square ft.)	\$16,720					
75	Replace Auditorium Carpet - (e.g., estimated cost by local carpet business)	\$4,669					
76	Auditorium Stage Lighting - (remove, test and replace as needed lighting fixtures, distribution rigging, stops, new front house drop boxes, and electrical circuits)	\$57,000					
77	Auditorium Floor Lighting - (360' of LED low voltage auditorium aisle lighting @ \$8.00 per ft., trans-formers, labor and installation)	\$5,080					
78	Lobby Entry Enhancement - (enhance lobby flooring to represent school's theme estimated \$8000)		\$8,000				
79	Chorus - (Ruggiero's piano tuning)	\$350	\$350	\$350			\$350

	D	E	F	G
		Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
3				
4	Budget Detail: Garner Magnet High School (2,131 students / 157 certified staff)			
80	World Dance Resident Artist - (Garth Fagan Dance Company Performance & Stew art Theatre. Lecture demonstration, two master classes and two video talks)	\$24,500		
81	World Dance Resident Artist - (Alvin Ailey Yr 2)		\$5,000	
82	World Dance Resident Artist - (Parsons Dance Company Yr 3)			\$5,000
83	Winterguard Instructor - (design show, run practices, schedule performances)	\$3,500	\$3,500	\$3,500
84	Winterguard Assistant Instructor - (assist design with shows, run practices, schedule performances)	\$1,750	\$1,750	\$1,750
85	Atlantic Indoor Association - (membership and contest fees)	\$500	\$500	\$500
86	Studio Music Lessons with instructors - (100 students taking 30 minute sessions @ \$20/lesson)	\$72,000	\$72,000	\$72,000
87	Visual Arts Annual Gala Night - (\$60/hour for auditorium rental fee, \$10/per hour for staff)	\$1,050	\$1,050	\$1,050
88	Dance Choreographer Artist Residence - (Mark Dandy & Gabe Mason, \$7,500 per individual, one in Yr 2 and one in Yr 3)		\$7,500	\$7,500
89	Dr. Joseph Aicher - (NCCU professor researching EOC scores)	\$600	\$600	\$600
90	Patricia Training - (2 day trainings for Phase 1 and 2 day training for Phase 2 by National Pasadena Center trainer, \$500/day; Phase 1 (35 faculty) yr. 1, Phase I & II (70 faculty yr. 2 & yr. 3 and training materials @200/person)	\$1,700	\$3,400	\$3,400
91	Ruby Payne Training - (National Trainer for new faculty only)	\$4,000	\$4,000	\$4,000
92	Marketing/Recruiting Materials - (create Project Renaissance brochures, DVD, & design learning spaces in the entry hall, updating lobby and hallways to reflect the significantly revised theme)	\$20,000	\$10,000	\$10,000
93		\$297,579	\$133,650	\$125,650
	Contractual Subtotal			
94	OTHER			
95	NC Museum of Art visits - (student admissions at \$10/student, 30 students/trip, 6 trips/yr)	\$1,800	\$1,800	\$1,800
96	American Dance Festival - (student admissions at \$30/student, 120 students/yr)	\$3,600	\$3,600	\$3,600
97	Professional Theatre Productions - (ten students per Yr: \$80/ticket)	\$800	\$800	\$800
98		\$6,200	\$6,200	\$6,200
	Other Subtotal			
99	TRAINING			
100				
101				
102		\$0	\$0	\$0
103				
104				
105	Direct Costs	\$1,058,558	\$637,954	\$596,658
106	Includes all subtotals			
107				
108	Indirect Costs	\$45,611	\$28,293	\$26,462
109	@4.35% of all subtotals except Equipment Costs			
110				
111	Total	\$1,104,169	\$666,247	\$623,120
112	Direct and Indirect			
113				
114	Three Year Project Total for Garner High School	\$2,393,536		

(b)(4)

(b)(4)

Magnet Schools Assistance Program				
Salary estimates are based on the WCPSS 2006-2007 salary schedules with cost of living increases estimated for each year, and will according to the qualifications of the individual				
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10	(b)(4)
PERSONNEL				
1.0 FTE Site Coordinator - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 12 MOE, 3% cost of living raise)	\$58,572	\$61,793	\$64,883	(b)(4)
1.0 FTE Technology Coordinator/Teacher - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 12 MOE, 3% cost of living raise)	\$53,019	\$55,935	\$58,732	(b)(4)
1.0 FTE French Teacher - (WCPSS teacher with advanced degree salary schedule, 0 - 20 Years experience, 10 MOE, 3% cost of living raise)	\$53,019	\$55,935	\$58,732	(b)(4)
1.0 FTE Site Base Translator/ Hispanic Community Liaison - (WCPSS BA level, 0 - 5 Years experience in marketing, 12 MOE)	\$40,972	\$43,225	\$45,386	(b)(4)
ABC Incentive Award Pay - (WCPSS school-based faculty pay of \$1500 to cover the potential bonus if their school achieves "exemplary" status under the state's ABCs accountability system)	\$6,000	\$6,000	\$6,000	(b)(4)
Stipends for Mentor Training - (ten mentors for five days @ \$150 per day)	\$7,500	\$7,500	\$7,500	(b)(4)
Extra Duty for After School Arts Workshop - (four faculty/ four @ one-hour/day for 16 weeks/yr @ \$30 per hour)	\$7,680	\$7,680	\$7,680	(b)(4)
Extra Duty for Curriculum Development - (one interdisciplinary unit per year, 1 coordinator at \$25/hr for 40hrs, with five faculty at \$20/hr for 35hrs/faculty)	\$4,500	\$4,500	\$4,500	(b)(4)
Substitutes for Professional Development - (fifteen substitutes/yr for National Board; 30 subs/yr for professional development @ 105 per sub day)	\$4,725	\$4,961	\$5,209	(b)(4)
	\$235,987	\$247,529	\$258,622	(b)(4)
FRINGE BENEFITS				
FICA on all personnel lines @ 7.65%	\$18,053	\$18,936	\$19,785	(b)(4)
Workmans Comp on all personnel lines @ 0.3%	\$708	\$743	\$776	(b)(4)
Retirement on all personnel lines except substitutes @ 7.14% in 2007-08; 7.14% in 2008-09; 7.14% in 2009-10	\$16,191	\$16,998	\$17,772	(b)(4)
Hospitalization for each FTE @ \$4,047 in year 2007-08; \$4,249 in 2008-09; \$4,461 in 2009-10	\$16,188	\$16,996	\$17,844	(b)(4)
Dental for each FTE @ \$232 in year 2007-08; \$232 in 2008-09; \$232 in 2009-10	\$928	\$928	\$928	(b)(4)
	\$52,668	\$54,601	\$57,105	(b)(4)
TRAVEL				
Local Travel - Site Coordinator: (based on 250 miles/mo for 12 mos @ \$0.485 per mile Yr 1, with 3% rate increase Yr 2 and Yr 3)	\$1,455	\$1,499	\$1,544	(b)(4)

	Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)			
Local Travel - Hispanic Community liaison (based on 250 miles/mo for 10 mos @ \$0.485/mi Yr 1, with 3% rate increase Yr 2 and Yr 3)	\$1,213	\$1,249	\$1,286
Local Travel - World View Spring Seminars - (through UNC at Chapel Hill: 4 faculty each year @ \$425/team of four for registration, travel, lodging, and per diem)	\$425	\$425	\$425
Local Travel - World View Fall Symposium (through UNC at Chapel Hill: 4 faculty each year @ \$425/team of 4)	\$425	\$425	\$425
National Travel - IB Personal Project Training - (five faculty each year @ \$1,700/person: includes airfare, ground transportation, registration, lodging, and per diem with 3% increase Yr.2 and Yr.3)	\$8,500	\$8,755	\$9,018
National Travel - Site Coordinator and One faculty member - (Magnet Schools of America's National Conference: includes airfare, ground transportation, registration, lodging, and per diem with 3% increase Yr 2 and Yr 3)	\$3,400	\$3,502	\$3,607
National Travel - Project Zero Classroom Training Harvard University - (five faculty per year at \$2480/faculty includes registration & lodging, plus airfare and per diem at \$490/faculty)	\$14,850	\$14,850	\$14,850
National Travel - IB Arts training: (two arts faculty for Level II training Yr.1, two arts faculty for Level III training Yr.2, two arts faculty for Specialty Topic Yr.3 @ 1,700 / person, includes registration, airfare, lodging and per diem)	\$3,400	\$3,400	\$3,400
National Travel - Holocaust Museum (whole faculty @ \$500/ one day bus round trip Yr 2)		\$7,000	
International Travel - Center for International Understanding, NC In the World, Mexico School Partnership: (two faculty @ \$2,750/person Yr 1, Yr 2 & Yr 3 with 3% increase in Yr 2 and Yr 3)	\$5,500	\$5,665	\$5,835
International Travel - Center for International Understanding, Latino Initiative for Educators - (two faculty Yr 1 @ \$3,600/per person for a ten day study in Mexico, 2/day orientation seminar, cost of follow up workshop: 1 faculty Yr 2 @ \$4,000 and 1 faculty in and Yr 3 @ \$4,250)	\$7,200	\$4,000	\$4,250
International Travel - World View International Study visit - (two faculty each year traveling to world destinations [e.g., India, Brazil, Senegal, Turkey], estimated at \$3,500 per faculty in Yr 1, \$3,750 per faculty in Yr 2, \$4,000 per faculty in Yr 3 including travel, lodging, registration, per diem)	\$7,000	\$7,500	\$8,000
	\$53,368	\$58,270	\$52,640
	Travel Subtotal		
EQUIPMENT (Unit price of \$5000 or greater)			
Wireless access points infrastructure	\$0	\$220,000	\$0
Linux servers - (Quad Core Duo with 8 GigB ram, 2 TB Raid, gigabyte X 4, 1 per year, estimated at \$10,479/unit, Yrs 2 and 3)	\$0	\$10,479	\$10,479
Language Lab - Stationary (e.g., headsets w/microphones, functional sound cards, sound/recording & editing software, estimated at \$7,000)	\$7,000	\$0	\$0
Baby Grand piano (estimated at \$15,000)	0	\$15,000	0
Mylar Dance Floor (estimated at \$6,000)	0	\$6,000	0

	Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)			
Language Lab - Mobile (one unit, e.g., Mobile Digital Spectrum console includes: one 6-channel console with two cd players, one tape player, wireless communication and thirty five student headsets, etc.)	\$22,000		
Equipment Subtotal	\$29,000	\$251,479	\$10,479
SUPPLIES			
Site Coordinator, Technology Teacher, French Teacher materials, & Translator/Community Liaison - (e.g., four IBM Thinkpad X60 Tablet PC wireless Intel Duo Core L2500, 1.83 GHz, 12.1" Touch Screen 80 GB HDD, gigabyte ethernet, wireless 802.11 a/b/g, 1 GB RAM, USB Portable Diskette Drive, fingerprint reader, MS One Note 2003, Adobe Photoshop Plus & Premier Elements, 3-year parts & labor depot warranty included digital four @ \$2471.00, four logitech V450 cordless laser mouse for notebooks 4 @ \$49.99, one canon powershot A550 digital camera, 512 MB secure digital card, targus camera case, one Canon ZR850 digital camcorder/bag/JVC mini DV digital tape @ \$499.00, One MacBook Pro, 2 GB 667 DDR2 SDRAM, 160 GB Serial ATA Drive @ \$5400 rpm, with 17" widescreen display, with backlit keyboard/mac OS, final cut express preinstalled software, AppleCare protection plan for MacBook Pro/PowerBook four @ \$3447.00, office software licenses such as Adobe Creative Suite with Acrobat Dreamweaver 8, four iMac and four IBM site license @ \$26.00/each, Symantec Client Security Anti virus protection site license @ \$21.41/each)	\$26,526	\$0	\$0
Mac Lab - (thirty iMac units, estimated at \$1,499/unit)	\$44,970	\$0	\$0
Mac Pros - (four units estimated at \$3,349)	\$13,396	\$0	\$0
iDVD and iMovie software - (Mac computer lab)	\$1,600	\$0	\$0
LCD projectors - (Sharp XGA Data Video Projector, 5 each year)	\$4,050	\$4,050	\$4,050
Digital Camera - (ten per year)	\$2,790	\$2,790	\$2,790
Dell Wireless Laptops - (thirty laptop per year)	\$63,480	\$63,480	\$63,480
Laptop Storage/Charging Cart - (two per year)	\$1,464	\$1,464	\$1,464
Color laser printer - (600 dpi x 600 dpi, Capacity 600 sheets., 31ppm)	\$3,800		
Digital Video Camera - (two per year, estimated at \$625/unit)	\$1,250	\$1,250	\$1,250
HP 3970 Scanner - (three per year)	\$258	\$258	\$258
GPS System Garmin cTrex Vista CX - (twenty five units, estimated at \$449/unit)	\$11,225	\$0	\$0
Cultural Learning Lobby - (small group cluster seating communities to access wireless network located in main lobby area)		\$10,000	
English/French/Spanish Dictionary/Thesaurus 800 @ \$20/unit Yr1 and 200 Yr. 2 and Yr. 3)	\$16,000	\$4,000	\$4,000
English/French/Spanish Materials - (e.g., maps, atlas, subscriptions, music collections, flags, board games, software)	\$6,000	\$12,000	\$8,000
Band Room and Auditorium Acoustic Panels	\$1,500	\$0	\$0
Software - (e.g., Adobe Photoshop CS2 9.0, 3D Studio Max, Macromedia, Digital music)		125000	
Music Materials - (e.g., composition software for music, musical instruments, lockers for musical instruments in Band Room, Choral Risers, Electric Keyboards for Music [class set of 30 units], Conductor's Podium, Production Scripts, Sheet Music)	\$25,700	\$13,000	\$13,000

	Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)			
Music Materials - (Winger posture chairs)	\$3,000	\$0	\$0
Dance Materials - (e.g., ballet barres for dance studio, lockers for dressing room in dance studio, movement creation software for dance, palates balls for dance studio, terra bands for dance studio, yoga mats for dance studio)	\$7,400	\$0	\$0
Theatre Materials - (e.g. Cyc for auditorium stage, scrim for auditorium stage, furniture for stage productions, gels for auditorium stage, gobos for auditorium stage, lights and accessories for auditorium, production poster display boards, set-construction supplies, sewing machines, wardrobes and costumes)	\$17,400	\$11,000	\$11,000
Art Materials - (e.g., basic hardware tools [hammer, nails, etc.], display easels, electric sanders, portable art exhibition panels, power drills, pre-cut mat board for exhibitions, railboard/posterboard for exhibitions, exhibition frames, visual art supplies)	\$16,900	\$15,000	\$15,000
School-wide interdisciplinary student book study groups - (e.g., The Tempest, They Poured Fire on Us From the Sky, etc.; one book per year, 1,100 books for students and staff, estimated at \$12/book)	\$13,200	\$13,200	\$13,200
Center for International Understanding Mexico Partnership - (microphone and headset, webcam combo; 20 combo sets @ \$50/per combo, 5 replacements Yr 2 and Yr 3, web conferencing technology licensing @ 7500 per year)	\$8,500	\$7,750	\$7,750
Language Exploration course materials - (e.g., language explorer software, language adventure software, 101 languages of the world software, transparent language complete learning suite, vocabulary companion software)	\$4,000	\$4,000	\$0
Supplies Subtotal	\$294,409	\$288,242	\$145,242
CONTRACTUAL			
Burning Coal Theatre Company - (guest director, mainstage show, production costs)	\$10,000	\$10,000	\$10,000
Artist Residencies - (e.g., African pottery artist, Yr 1 Chuck Davis dance Yr 2, North Carolina Center for South Asian Studies Yr 3, one artist per year, estimated per artist)	\$3,500	\$10,000	\$3,500
Mac Lab Technical Support - (provide technical support; estimated at \$110/hr, 2 hrs/wk, 40wks/year)	\$8,800	\$8,800	\$8,800
Contractual Subtotal	\$22,300	\$28,800	\$22,300

Budget Detail: East Garner Magnet Middle School (1,041 students / 88 certified staff)		Ycar 1 2007-08	Ycar 2 2008-09	Ycar 3 2009-10
OTHER				
Local Museum visits - (e.g., Theatre Performances @ Raleigh Memorial Auditorium, Holocaust Museum, Exploris, and Akland student admissions at \$10/student, 100 students/trip, 3 trips/yr)		\$3,000	\$3,000	\$3,000
Other Subtotal		\$3,000	\$3,000	\$3,000
TRAINING				
Training Subtotal		\$0	\$0	\$0
Direct Costs				
<i>Includes all subtotals</i>		\$690,132	\$931,921	\$549,388
Indirect Costs				
<i>@4.4350% of all subtotals except Equipment Costs</i>		\$29,321	\$30,178	\$23,901
Total				
<i>Direct and Indirect</i>		\$719,453	\$962,099	\$573,289
Three Year Project Total East Garner		\$2,254,841		

**Magnet Schools Assistance Program
Project Renaissance Budget Detail Summary**

	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
PERSONNEL			
Central Office	\$ 249,289	\$ 255,521	\$ 260,633
Southeast Raleigh High	\$ 203,721	\$ 211,704	\$ 220,974
Gannet High	\$ 246,548	\$ 258,728	\$ 270,705
East Gannet Middle	\$ 235,987	\$ 247,529	\$ 258,622
<i>Personnel Subtotal</i>	<i>\$ 935,545</i>	<i>\$ 973,482</i>	<i>\$ 1,010,934</i>
FRINGE BENEFITS			
Central Office	\$ 54,983	\$ 56,737	\$ 58,101
Southeast Raleigh High	\$ 43,159	\$ 45,089	\$ 47,125
Gannet High	\$ 54,245	\$ 56,863	\$ 59,490
East Gannet Middle	\$ 52,068	\$ 54,601	\$ 57,105
<i>Fringe Benefits Subtotal</i>	<i>\$ 204,455</i>	<i>\$ 213,290</i>	<i>\$ 227,821</i>
TRAVEL			
Central Office	\$ 39,764	\$ 37,603	\$ 38,991
Southeast Raleigh High	\$ 21,855	\$ 22,001	\$ 17,051
Gannet High	\$ 70,347	\$ 38,553	\$ 47,453
East Gannet Middle	\$ 53,368	\$ 58,270	\$ 52,640
<i>Travel Subtotal</i>	<i>\$ 185,334</i>	<i>\$ 156,427</i>	<i>\$ 156,135</i>
EQUIPMENT			
Central Office	\$ -	\$ -	\$ -
Southeast Raleigh High	\$ 427,479	\$ 10,479	\$ 10,479
Gannet High	\$ 30,128	\$ -	\$ -
East Gannet Middle	\$ 29,000	\$ 251,479	\$ 10,479
<i>Equipment Subtotal</i>	<i>\$ 486,607</i>	<i>\$ 261,958</i>	<i>\$ 20,958</i>
SUPPLIES			
Central Office	\$ 105,689	\$ 53,378	\$ 52,939
Southeast Raleigh High	\$ 602,970	\$ 271,985	\$ 199,831
Gannet High	\$ 353,511	\$ 143,960	\$ 87,160
East Gannet Middle	\$ 294,409	\$ 288,242	\$ 145,242
<i>Supplies Subtotal</i>	<i>\$ 1,356,579</i>	<i>\$ 757,565</i>	<i>\$ 485,172</i>
CONTRACTUAL			
Central Office	\$ 47,500	\$ 29,500	\$ 26,500
Southeast Raleigh High	\$ 270,300	\$ 279,000	\$ 239,000
Gannet High	\$ 297,579	\$ 133,650	\$ 125,650
East Gannet Middle	\$ 22,300	\$ 28,800	\$ 22,300
<i>Contractual Subtotal</i>	<i>\$ 637,679</i>	<i>\$ 470,950</i>	<i>\$ 413,450</i>
OTHER			
Central Office	\$ -	\$ -	\$ -
Southeast Raleigh High	\$ 11,000	\$ 11,000	\$ 11,000
Gannet High	\$ 6,200	\$ 6,200	\$ 6,200

**Magnet Schools Assistance Program
Project Renaissance Budget Detail Summary**

	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
East Garner Middle	\$ 3,000	\$ 3,000	\$ 3,000
Other Subtotal	\$ 20,200	\$ 20,200	\$ 20,200
TRAINING (Included under contractual category)			
Central Office	\$ -	\$ -	\$ -
Southeast Raleigh High	\$ -	\$ -	\$ -
Garner High	\$ -	\$ -	\$ -
East Garner Middle	\$ -	\$ -	\$ -
Training Subtotal	\$ -	\$ -	\$ -
Direct Costs			
Central Office	\$ 497,225	\$ 432,739	\$ 437,164
Southeast Raleigh High	\$ 1,580,484	\$ 851,258	\$ 745,460
Garner High	\$ 1,058,558	\$ 637,954	\$ 596,658
East Garner Middle	\$ 690,132	\$ 931,921	\$ 549,388
Direct Costs Total	\$ 3,826,399	\$ 2,853,872	\$ 2,328,670
Indirect Costs			
Central Office	\$ 22,052	\$ 19,192	\$ 19,388
Southeast Raleigh High	\$ 51,136	\$ 37,289	\$ 32,596
Garner High	\$ 45,611	\$ 28,293	\$ 26,462
East Garner Middle	\$ 29,321	\$ 30,178	\$ 23,901
Indirect Costs Total	\$ 148,120	\$ 114,952	\$ 102,347
Total			
Central Office	\$ 519,277	\$ 451,931	\$ 456,552
Southeast Raleigh High	\$ 1,631,620	\$ 888,547	\$ 778,056
Garner High	\$ 1,104,169	\$ 666,247	\$ 623,120
East Garner Middle	\$ 719,453	\$ 962,099	\$ 573,289
Total	\$ 3,974,519	\$ 2,968,824	\$ 2,431,017
Thrice Year Project Total			
Central Office	\$ 9,374,360		
Southeast Raleigh High	\$ 1,427,760		
Garner High	\$ 3,298,223		
East Garner Middle	\$ 2,393,536		
East Garner Middle	\$ 2,254,841		