

# **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 # U165A070041**

**Grants.gov Tracking#: GRANT00253461**

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1855-0011. Expiration Date: 04/30/2007

Closing Date: APR 27, 2007

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There was a problem converting the following attachments:

- (4216-Rigorous\_Evaluation\_Budget\_magnet2007\_f2b.xls)

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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): [ ] * Other (Specify): [ ]
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* 3. Date Received: 04/26/2007	4. Applicant Identifier: [ ]
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5a. Federal Entity Identifier: [ ]	* 5b. Federal Award Identifier: [ ]
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State Use Only:

6. Date Received by State: [ ]	7. State Application Identifier: [ ]
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8. APPLICANT INFORMATION:

\* a. Legal Name: Guilford County Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN): 5660005222	* c. Organizational DUNS: 125569277
---	--

d. Address:

\* Street1: 712 North Eugene Street  
Street2: [ ]  
\* City: Greensboro  
County: Guilford  
\* State: NC: North Carolina  
Province: [ ]  
\* Country: USA: UNITED STATES  
\* Zip / Postal Code: 27401

e. Organizational Unit:

Department Name: Federal and Special Programs	Division Name: Magnet Schools
--	----------------------------------

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

Prefix: Mr. \* First Name: Tony  
Middle Name: Lamair  
\* Last Name: Burks II  
Suffix: [ ]

Title: Director of Magnet and Choice Schools

Organizational Affiliation:  
Guilford County Schools

\* Telephone Number: 336.378.8832 Fax Number: 336.370.2320

\* Email: tburks2@gcsnc.com

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.):

Guilford County

\* 15. Descriptive Title of Applicant's Project:

Guilford County School Magnet Schools Assistance Program Grant

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="9,441,115.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="9,441,115.00"/>

**\* 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:

**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**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:  
Guilford County Schools

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	\$ 355,320	\$ 1,119,596	\$ 1,175,051	\$ 0	\$ 0	\$ 2,649,967
2. Fringe Benefits	\$ 87,192	\$ 243,175	\$ 240,680	\$ 0	\$ 0	\$ 571,047
3. Travel	\$ 153,461	\$ 243,991	\$ 284,349	\$ 0	\$ 0	\$ 681,801
4. Equipment	\$ 0	\$ 93,777	\$ 82,792	\$ 0	\$ 0	\$ 176,569
5. Supplies	\$ 249,455	\$ 1,463,836	\$ 1,035,630	\$ 0	\$ 0	\$ 2,748,921
6. Contractual	\$ 447,556	\$ 478,687	\$ 613,850	\$ 0	\$ 0	\$ 1,540,093
7. Construction	\$ 175,491	\$ 36,797	\$ 22,001	\$ 0	\$ 0	\$ 234,289
8. Other	\$ 78,695	\$ 76,129	\$ 78,475	\$ 0	\$ 0	\$ 233,299
9. Total Direct Costs (lines 1-8)	\$ 1,547,170	\$ 3,755,988	\$ 3,532,828	\$ 0	\$ 0	\$ 8,835,986
10. Indirect Costs*	\$ 51,830	\$ 122,684	\$ 115,576	\$ 0	\$ 0	\$ 290,090
11. Training Stipends	\$ 129,685	\$ 97,900	\$ 87,453	\$ 0	\$ 0	\$ 315,038
12. Total Costs (lines 9-11)	\$ 1,728,685	\$ 3,976,572	\$ 3,735,857	\$ 0	\$ 0	\$ 9,441,114

\*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: 7/2/2007 To: 6/30/2008 (mm dd yyyy)

Approving Federal agency:  ED  Other (please specify): North Carolina Department of 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:  
Guilford County Schools

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## 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: GRANT00253461

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 Emily Scott	* TITLE Superintendent
* APPLICANT ORGANIZATION Guilford County Schools	* DATE SUBMITTED 04-26-2007

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: Guilford County Schools</p> <p>* Address: 712 North Eugene Street</p> <p>Greensboro</p> <p>NC: North Carolina</p> <p>27401</p> <p>Congressional District, if known:</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>US 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: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</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: Emily Scott</p> <p>* Name: Dr. Terry Grier</p> <p>Title: Superintendent</p> <p>Telephone No.: 336-370-8100</p>		

	Date: 04-26-2007
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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

Mime Type

6726-General\_Education\_Provisions\_Act.doc

application/msword

## **General Education Provisions Act (GEPA) Statement**

The Guilford County Schools Magnet Schools Assistance Program will provide equitable access to the activities and benefits of this project by implementing the GCS district non-discrimination and equal opportunity policies relative to potential staff members and program participants. The Magnet Director, Diversity Office, Principals, and Magnet Coordinators at each site will be responsible for implementing the program in an equitable manner, ensuring equitable access for all, regardless of gender, ethnicity, disability, religion, national origin, or color.

One barrier that can impede equitable access is disability. To overcome this barrier, GCS will recruit students with disabilities to each of the magnet schools. This will include meeting with parents of students who have disabilities to explain the magnet programs and how the needs of their children will be met in the magnet programs. In addition to recruitment, GCS will offer special education classes and support to students with disabilities at each magnet school and will develop instructional materials for the magnet programs that will meet the needs of students with disabilities.

GCS will make concerted efforts to eliminate limited-English proficiency as a barrier to equitable access. This will include extensive recruitment efforts such as presenting all marketing materials in both English and Spanish. GCS will offer appropriate support and programs for English Language Learner students who participate in the magnet programs.

In addition the District will take steps to recruit students of all races, ethnicities, color, and national origin to participate in all of its magnet programs. In GCS, as in many other districts in the country, minority students are underrepresented in higher level courses, such as honors, advanced placement and international Baccalaureate classes. To assist in eliminating

these programs, GCS will use extensive counseling and other outreach efforts to encourage all middle school students and their parents, including minority students and their parents, to take and complete successfully courses at the middle school level. As part of these efforts, GCS will also use peer tutoring and traditional tutoring to ensure that once enrolled, students are sufficiently supported to succeed in the courses. GCS will collect and analyze data, district wide and by school by race and ethnicity to determine progress in eliminating the under-representation and performance gaps and implement strategies if necessary to eliminate remaining areas of inequity.

Moreover, GCS will develop strategies to ensure that both genders have equitable access to all of the magnet programs in GCS, particularly those involving math and science themes where females are traditionally under-represented. These strategies, like those involving participation in higher level courses by students of all races and ethnicities, will include implementing comprehensive outreach and counseling efforts and monitoring of these strategies to ensure equitable access of both genders in all of the magnet programs.

Finally, GCS employees will also have equitable access to, and participation in the magnet programs. GCS is committed to creating educational environments, including those within the magnet school programs that are free of discrimination. The District's Equal Employment Opportunity policy, for example, ensures that all applicants all applicants for employment and all employees are employed, assigned, supervised, promoted, compensated, and terminated in full compliance with state and federal equal opportunity statutes. It also states that no applicant for employment or current employee will experience discrimination based on race, creed, color, religion, national origin, sex, age, marital status, physical handicap, sexual orientation or disability. At the same time, the District's Discrimination-Free Environment

policy prohibits school personnel and students from harassing, bullying, or discriminating based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, or disability.

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## 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
----------------------------

Guilford County Schools
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* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
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Prefix: Dr.   * First Name: Terry   Middle Name:
--

* Last Name: Grier   Suffix:   * Title: Superintendent
--

* SIGNATURE: Emily Scott   * DATE: 04/26/2007
---

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Mr.

Tony

Lamair

Burks II

**\* Address:**

120 Franklin Blvd

Greensboro

NC: North Carolina

27401

USA: UNITED STATES

**\* Phone Number:**

336-378-8832

**Fax Number:**

336-370-2320

**Email:**

tiburks2@gcsnc.com

## 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: GRANT00253461

# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: 9605-Abstract\_GUILFORD\_COUNTY\_SCHOOL.doc

## **GUILFORD COUNTY SCHOOL PROPOSAL ABSTRACT**

In order to reduce minority isolation, improve academic performance, and increase choice options, GCS seeks to create new magnet programs at six schools that will implement the International Baccalaureate, Montessori, Science and Technology and Aviation themes. Developing these themes at the proposed schools will provide options for students who currently do not have the opportunity to attend existing magnet programs due to geographical or capacity limitations.

### **MONTESSORI SCHOOL – Washington Elementary School**

The Montessori program at Washington Elementary School will complement existing GCS magnet and choice program by offering an option for the nearly 200 students who were unable to enroll in existing Montessori School because of capacity limitations. Montessori is a personalized approach to learning which recognizes that each child learns with a unique style and pace, and that children learn best in a prepared environment which supports and respects their individual development.

### **IB PRIMARY YEARS PROGRAMME - Northwood Elementary School**

An International Baccalaureate Primary Years Programme (IBPYP) would complement the existing GCS magnet and choice options by offering an IBPYP for the district in an area not currently being served. Northwood will apply for recognition as an IBPYP candidate school and will work towards authorization by the International Baccalaureate Organization. The IB Primary Years Program depends on committed teaching in the spirit of the inquiry based-curriculum. Northwood will participate in the Chinese Guest Teacher program which will provide an instructor for Mandarin Chinese language.

### **IB MIDDLE YEARS PROGRAMME - Hairston Middle School and Ferndale Middle School**

The IB Middle Years Programme (IBMYP) will complement existing GCS magnet and choice options by offering a continuum of the IB curriculum from grade K-12 in both the eastern and western sections of the county. Both Hairston and Ferndale will apply for recognition as IBMYP candidate schools and will work towards authorization by the IBO. The aim of IBMYP is to develop a curriculum encouraging international awareness in young people with emphasis on the skills, attitudes and knowledge needed to participate in an increasingly global society. Ferndale will participate in the Chinese Guest Teacher program which will provide an instructor for Mandarin Chinese language. Hairston will provide Spanish instruction which will build on the IBPYP at Falkener which also supports Spanish instruction.

### **SCIENCE AND TECHNOLOGY SCHOOL – Welborn Middle School**

A Science and Technology school would complement the existing GCS magnet and choice options by offering a duplicate science and technology school for an area in the district not adequately served. Welborn students will benefit from the integration of science, technology, and mathematics throughout the curriculum. The specialized science and technology program will include course topics such as geology, physics, forensic science, biotechnology, Web design, and digital photography. The curriculum will augment the North Carolina Standard Course of Study for Middle School with an emphasis on physical, earth, environmental and life sciences.

### **AVIATION ACADEMY - Andrews High School**

An Aviation Academy would complement the existing GCS magnet and choice options by offering a totally new academy concept with direct links to the higher education and business communities. The primary instructional method at the Aviation Academy will be inquiry-driven, technology-enhanced, and problem-based. The aim is for students to analyze and solve authentic problems in creative and logical ways, collaborate with team members, engage with teachers and mentors, and access college programs.

GCS will partner with Guilford Technical Community College's T.H. Davis Aviation School located at the airport.

This total project will enable Guilford County Schools to provide all students with the opportunity to meet high academic standards with rigorous and advanced areas of study; promote diversity and equitable access through the lottery pool/application assignment process; create a situation where racial isolation is reduced in areas of minority and non-minority enrollment; provide more choice for parents and students; provide better utilization of existing school sites; provide innovative and challenging programs to address all student needs; create options for students attending low-performing schools; foster interaction among students of different social, economic, and racial backgrounds; and encourage greater parent and community involvement.

# Project Narrative

## Project Narrative

### Attachment 1:

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### Attachment 2:

Title: Pages: Uploaded File: **2118-TABLE\_OF\_CONTENTS.doc**

**GUILFORD COUNTY SCHOOLS**

**MSAP GRANT APPLICATION**

**INTRODUCTION**

In order to reduce minority isolation and improve academic performance, GCS seeks to create new magnet programs at six schools that will implement the International Baccalaureate, Montessori, Science and Technology and Aviation themes. Developing these themes at the proposed schools will provide options for students who currently do not have the opportunity to attend existing magnet programs due to geographical or capacity limitations (e.g., International Baccalaureate, Montessori, Science and Technology). Additionally, it provides a unique academy concept that capitalizes on new business development in the region (e.g., Aviation Academy, Honda Aircraft, and Federal Express).

This plan has been supported enthusiastically by the leadership at the schools, teachers, and surrounding community. The six proposed magnet schools have limited resources to carry out special programming and are some of the most racially isolated in the district. The table below lists themes for each of the schools as well as their percentage of free and reduced lunch population and minority enrollment.

<b>School (All Schools Title I Schoolwide)</b>	<b>% Students Receiving Free/Reduced Meal Services 2005-2006</b>	<b>Minority Enrollment (6<sup>th</sup> month 2006/2007)</b>	<b>Total Enrollment (6<sup>th</sup> month 2006/2007)</b>
Northwood Elementary International Baccalaureate	74.43%	74.9%	513

Washington Elementary Montessori	87.93%	100%	158
<b>District Overall Elementary School</b>	<b>52.83%</b>	<b>60.4%</b>	<b>32,560</b>
Ferndale Middle International Baccalaureate	82.43%	80.8%	594
Hairston Middle International Baccalaureate	92.64%	99.7%	644
Welborn Middle Science and Technology	70.24%	76.0%	567
<b>District Overall Middle School</b>	<b>49.13%</b>	<b>60.3%</b>	<b>16,097</b>
Andrews High School Aviation Academy	59.45%	82.4%	964
<b>District Overall High School</b>	<b>38.6%</b>	<b>53.8%</b>	<b>21,233</b>

### **History and Overview of Guilford County Schools**

Guilford County Schools (GCS) was created when the Greensboro City, High Point City and Guilford County school systems merged on July 1, 1993. The High Point City Schools and the Greensboro City Schools had been under separate court orders to desegregate, but both school districts became unitary prior to the merger. The Guilford County School System had been under consent decree prior to the merger. The High Point City Schools and Greensboro City Schools were racially diverse, but the old Guilford County School System which served

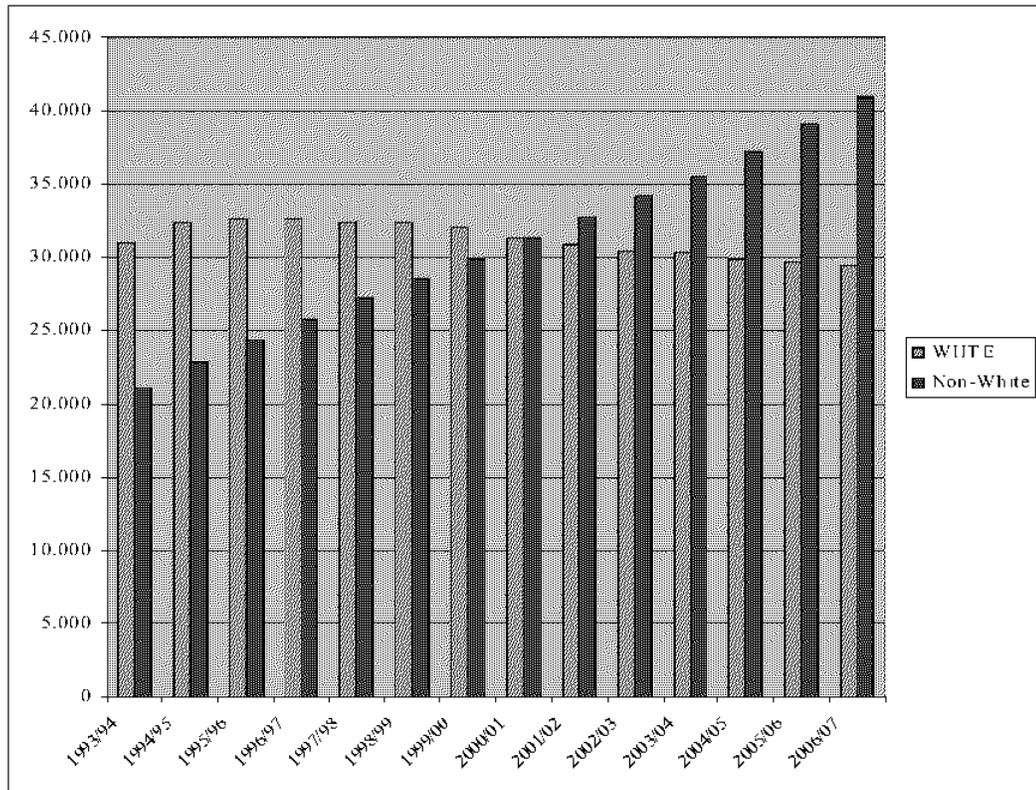
mostly undeveloped rural areas was primarily non-minority. When the school districts merged, the districts continued the development of magnet schools as a way to attract more non-minority students to schools that had been racially isolated.

Since merger, GCS has operated under a voluntary desegregation plan. Students are assigned to schools based on their attendance zones which are adopted and approved by the Guilford County Board of Education in an effort to provide a diverse student body at each school. Over the last ten years, the options for students have continued to grow. Currently there are over 40 locally funded magnet schools and high school options in the district. Those programs and schools have been important tools for reducing racial isolation. GCS supports the magnet and choice options through local funding. The last year the district received federal Magnet Schools Assistance Program grant funds was during the 2001-2004 funding cycle. GCS provides transportation for students who choose these magnet or choice options.

As successful magnet schools emerge, GCS works to make these programs available to all students by offering the theme in both High Point and Greensboro. These cities are located in the western and eastern ends of a 651 square mile county with congested traffic and developing rural areas. Transporting students from one city to attend a school in the other is a considerable burden in terms of time and cost.

Since 1994, Guilford County Schools has experienced growth in enrollment from 52,073 to the current enrollment of over 70,000. At the same time, GCS experienced a significant shift in the rates of minority and non-minority enrollment. The chart below shows how the minority population has outpaced the enrollment of the non-minority population since the three districts merged to form Guilford County Schools.

### Enrollment by White and Non-White Students in GCS since 1994



The system and its Board of Education are committed to providing the highest possible quality of education to the students of Guilford County. GCS serves 70,380 students in 117 schools across the district. GCS is the third largest district in North Carolina and has 65 elementary schools, 21 middle schools, 26 high schools (traditional and high school options), and five special schools (i.e., Gateway and McIver Special Education Centers, two SCALE sites, which provide an alternative to long-term suspensions, and Saturn Academy). District wide, 41.8% of students are White/Caucasian, 40.9% are Black/African American, 7.6% are Hispanic/Latino, 4.8% are Asian/Asian American, and 4.3% are multiracial. The school system includes schools in inner city areas as well as schools in rapidly growing suburban and rural areas.

The GCS school board is guided by the Student Assignment Policy (attached) which states “The school attendance plan for Guilford County Schools is designed to foster the mission of public education, to include promotion of higher levels of academic achievement and good citizenship development, by: recognizing and valuing diversity; using clearly defined boundaries, where practical; working toward common feeder patterns throughout the district; organizing schools in a K-5, K-8, 6-8, and 9-12 pattern generally; seeking to avoid changing an attendance zone more often than every four (4) years; and encouraging participation by all citizens in our schools”. The Board defines diversity broadly including race and culture, ethnicity, gender, socio-economics, special needs, geographic areas, native language, and academic achievement. The District believes that diversity of all kinds strengthens the educational effectiveness of schools.

The implementation of the Magnet/Options program in Guilford County started with the creation and implementation of two alternative schools, Erwin and Peeler Elementary Schools in 1978 in the Greensboro City Schools. By 1989, the Greensboro City School district had eight magnet schools. In 1995, the school board ordered an audit of the magnet program to determine the best way to expand them throughout the district. The audit’s purpose was to determine how to provide more equitable access to magnets for children throughout the county and to provide programs that attracted other students into racially isolated schools. The audit showed some marked gaps in meeting these priorities along with the MSAP priority goals. Recommendations that came from this audit included: 1) committing the necessary resources to magnet schools particularly in the areas of staff development, 2) develop an evaluation system for the magnet programs, and 3) strategically plan magnets including continuity and geographic placement of programs. In 1997, a committee on Educational Options and Opportunities reported their

findings to the board regarding the magnet programs that existed at the time. After months of study and consultation with the public, the committee recommended several options for magnet concepts and hiring a full time Magnet Director.

International Baccalaureate Diploma Programmes have been established at three high schools. Grimsley High School began offering the IB Diploma in Greensboro in the fall of 1994, High Point Central started its IB Diploma Programme in the fall of 1996 and Smith High School, located in Greensboro, opened its IB Diploma Programme in 2005. Page High School (Greensboro) is in the first phase of IB Diploma Programme implementation for the 2007/2008 school year. During the 2001/2002 school-year Erwin Montessori located in east Greensboro, Tomlinson Montessori (now Triangle Lake Montessori) located in High Point, and Falkener International Baccalaureate Primary Years Programme located in east Greensboro, opened with new magnet themes. Erwin and Falkener Elementary were a part of the GCS Magnet Schools Assistance Program grant proposal which received funding in 2001.

Guilford County Schools has experienced exponential growth in the past decade. Studies show that Guilford County's population will grow by an additional 126,000 residents by 2020. To accommodate an ever-increasing population, GCS must grow, change and develop. As Guilford County attracts more businesses, families and infrastructure, GCS expects student enrollment to rise by approximately 1,700 students per year.

In spite of district policies and choices to help support diverse student bodies within GCS schools, racial imbalance still exists in schools in the district. Segregated housing patterns throughout the district and a shifting enrollment make the goal of racial balance in diverse schools difficult to meet. Therefore, GCS seeks in this proposal to fund six additional magnet

schools that will allow students in Greensboro, High Point and the surrounding areas to attend a rich and diverse magnet program within dedicated feeder zones.

### **The Community Surrounding Guilford County Schools**

Guilford County is part of the Piedmont Triad region. The Triad is a twelve-county area with a population in excess of 1.5 million located in the north central portion of North Carolina between the Blue Ridge Mountains and coastal plains. Guilford County, with a population of 443,519, is the most populous county of the Piedmont Triad region. According to the 2005 census numbers the population is made up of the following: 59.6% White-non Hispanic/Latino, 30.9% Black/African American, 5.3% Hispanic/Latino, 3.1% Asian/Asian American, and 1.1% persons reporting two or more races/ethnicities. The County's 651 square miles contain ten municipalities and includes two of the state's eight largest cities - Greensboro and High Point. Guilford County is also strategically located in the center of an area known as the Piedmont Industrial Crescent that extends from Charlotte in the southwest to Raleigh in the east.

Major employers with headquarters or divisions located within Guilford County's boundaries include semiconductor, communications, chemical, bus, truck, pharmaceutical, electronic and electrical parts; tobacco, furniture, textile, mobile home manufacturers; and insurance, aircraft maintenance, healthcare, real estate development, and distribution services. The county is also home to two state universities, five private colleges and a community college with a total enrollment exceeding 36,500 students.

Guilford County has traditionally enjoyed a favorable economic environment but has recently suffered through some periods of instability. Due to global market forces, industries such as furniture, textiles and farming, have suffered and face an uncertain future. These industries traditionally provided a wealth of job options in the area. Guilford County's

unemployment rate has stayed well below state and national averages until mid-2001 when it began to exceed the national average. The most recent numbers released in February 2007 show Guilford County with an unemployment rate of 5.0% compared with a state and national average of 4.5%.

The County's economy continues to change and diversify. Manufacturing made up approximately 19.8% of the County's 279,400 jobs in 2000 as compared to 32.7% in 1980. The manufacturing and industrial base has become more diversified. In 1980 furniture and textiles made up nearly 55% of manufacturing jobs as compared to just 34% in 2000. Chemical and electrical equipment manufacturing have been two areas of strong growth. As more traditional career paths for GCS students disappear, it is imperative students are prepared for jobs representing different economic sectors.

Findings recently released by the Brookings Institute—which studied trends of suburban poverty—ranked the Greensboro Metro area which includes parts of Guilford, Randolph and Rockingham counties as the ninth in the nation for the largest poverty rate increase in the nation. In 2005, they list the child poverty rate as 21% and the overall poverty rate as 14.4%. Foreclosure filings have increased by 163.9 percent in Guilford County, from 1,047 in 1998 to 2,764 in 2005.

Guilford County and surrounding counties have recently begun attracting new industry to the area through the use of tax breaks and other incentives. Construction continues on Federal Express' fifth national hub at Piedmont Triad International Airport (PTI), which is projected to begin operations in 2009. In 2005, Dell opened a state-of-the-art computer manufacturing facility in neighboring southeast Forsyth County. Due to the facility's location in close proximity

to PTL, it has a regional impact on employment and the economy. Both Honda Aircraft and Polo.com have announced the construction of new facilities in the area in the next few years.

The downtown business district of Greensboro, the County's largest city, has seen a redevelopment trend taking hold with the renovation of a number of older buildings into entertainment, restaurant and retail uses along with new residential development in and near downtown. A new 7,600 seat minor league baseball stadium opened in April 2005 and a new central city park was completed this spring.

### **District Academic Performance**

In accordance with the federal *No Child Left Behind Act (NCLB)*, schools and districts in North Carolina are required to meet certain school specific and subgroup population specific proficiency goals each year. The North Carolina Department of Public Instruction establishes baseline End-of-Grade (EOG) and End-of-Course (EOC) test scores for reading/language arts and mathematics. These scores are used to assess the number of students meeting or exceeding the state's proficiency level goals. These proficiency goals, as well as the level of participation (percentage of students taking the tests) and attendance and/or graduation rates determine if individual schools and districts as a whole, make *Adequate Yearly Progress (AYP)* in North Carolina.

This year, GCS was placed in Improvement status in accordance with North Carolina Department of Public Instruction's adherence to NCLB. As a district, GCS failed to meet Adequate Yearly Progress (AYP) goals in three of the subgroups required for two years in a row in reading. The Table below outlines the three-year performance of the subgroups in meeting the AYP goal. Although only three subgroups (Limited English Proficient, Students with Disabilities, and Hispanic/Latino) did not make AYP for two consecutive years, several other

subgroups met the AYP goals only through use of the Safe Harbor, Confidence Interval, or Growth model.

<b>SUBGROUPS THAT DID <u>NOT</u> MAKE AYP OR THAT ONLY MET AYP WITH SAFE HARBOR (SH), CONFIDENCE INTERVAL (CI), OR GROWTH (G)</b>								
	<b>Grades 3-8</b>				<b>Grade 10</b>			
	<b>Reading % Prof.</b>	<b>95% Tested</b>	<b>Math % Prof.</b>	<b>95% Tested</b>	<b>Reading % Prof.</b>	<b>95% Tested</b>	<b>Math % Prof.</b>	<b>95% Tested</b>
<b>2004</b>	SWD LEP(SH)	OK	SWD	OK	F R SWD Black (SH) Hispanic (CI) Lunch(SH) LEP(SH)	OK	SWD Hispanic (CI) LEP(SH)	OK
<b>2005</b>	Black Hispanic F R Lunch LEP SWD	OK	Black F R Lunch LEP SWD	OK	Black Hispanic F R Lunch LEP SWD	Black Hispanic Multi-Racial F R Lunch LEP SWD All(SH) Asian (SH)	Black Hispanic F R Lunch LEP SWD	Hispanic
	<b>Grades 3-8</b>				<b>Grade 10</b>			
	<b>Reading % Prof.</b>	<b>95% Tested</b>	<b>Math % Prof.</b>	<b>95% Tested</b>	<b>Reading % Prof.</b>	<b>95% Tested</b>	<b>Math % Prof.</b>	<b>95% Tested</b>
<b>2006</b>	Hispanic LEP SWD Black (CI) F R Lunch(G)	OK	All(SH) Black (SH) Hispanic (SH) Multi-Racial(SH) F R Lunch(SH) LEP(SH) SWD(SH)	OK	LEP(SH) SWD(SH)	Black Hispanic LEP SWD Asian (SH) F R Lunch(SH)	LEP(SH) SWD(SH)	OK

Individual schools in the district are struggling to meet their AYP goals and rigorous standards. In 2005/2006, 33 of 65 elementary schools made AYP, 5 of 20 middle schools made AYP and 11 of 22 high schools made AYP. Many of the schools that did not make AYP missed by only one or two target goals. However, next year, the AYP target goals will increase in reading and math so they will be even more challenging to meet. Information from the North Carolina School Report Cards regarding the AYP and testing information for each of the proposed magnet schools is included with the materials in the appendix.

The district is currently implementing a myriad of programs designed to increase student achievement across the district. One such initiative is the use of district-based intervention teams. In February, in an effort to help schools that have failed to make AYP for the past three to five year, Superintendent Dr. Terry Grier sent 84 district staff and 20 school-based curriculum specialists into 18 schools (including Washington Elementary, Ferndale Middle, Welborn Middle and Andrews High schools). These schools are receiving intensive additional support to help their students achieve accountability standards. The staff is spending at least two days at their assigned schools as well as completing their duties in their regular positions. District and school-based leaders are collaborating to clearly identify the subjects, teachers, student subgroups and even individual students most in need of assistance for the students and the school to meet AYP accountability standards. The teams are also establishing clear collaboration and communication processes to carefully monitor the impact of their support in assisting teachers in helping students make progress.

### **Proposed Magnet Schools**

GCS maintains a strong academic focus from Pre-K through 12 grade through smaller, varied learning environments. Students have many school choices in elementary through

secondary grades to develop and maintain their interest in school. To supplement the traditional school curriculum, Guilford County Schools offers programs featuring such educational strands as cultural arts, global studies, language immersion, communications, science and technology, advanced academics, math, visual and performing arts.

The Guilford County Office of Magnet and Choice Schools worked closely with the board, community and principals to select schools for inclusion in this grant that are among the most minority isolated in the district. In addition these schools are in need of revitalizing their academic programs to attract and retain a diverse student population. The themes selected by the schools have proven to attract the desired diversity and significantly improve academic achievement. Six schools that have never been federal magnet schools will institute changes that include adoption of the IB curriculum, the Montessori curriculum, a Science and Technology theme or an Aviation theme.

Washington Elementary School will adopt the Montessori curriculum. Currently GCS has two locally funded magnet elementary schools that operate using the Montessori curriculum: Erwin Montessori and Triangle Lake Montessori. Due to limited capacity, they turn away an average of 170 Pre-kindergarten and Kindergarten students a year. The enrollment at each of these schools represents a racially balanced composition. Current enrollment data shows Erwin Montessori is 55.4% minority, Triangle Lake is 59.2% minority and the district average for elementary school enrollment is 60.4% minority. These schools have been very successful in attracting a diverse student body and increasing student achievement.

Washington will use the 2007/2008 school year to make the necessary modifications to their classrooms, train certified Montessori teachers, and recruit students. Washington will accept 84 Pre-kindergarten and Kindergarten students through a lottery process in the 2008/2009

school year and implement the Montessori curriculum in four, multi-age classrooms. These students will be from a newly created central zone of the county. Triangle Lake and Erwin Montessori will continue to serve students residing in redrawn western and eastern zones. Each year, two new classrooms will be added as students progress to the next age-group levels.

Three schools will implement International Baccalaureate (IB) Programmes so that there will be K-12 IB Programmes for both the eastern and western areas of the county. This will give all students in the district an opportunity to participate in the full vertical integration of the IB Programme. Currently, GCS has a single International Baccalaureate Primary Years Programme (IBPYP) at Falkener Elementary School and three IB Diploma Programmes at Grimsley High School, Smith High School (all in Greensboro) and High Point Central High School. Page High School, located in Greensboro is preparing to implement the International Baccalaureate Diploma Programme in the 2007/2008 school-year. The rigor of the IB Programme and the record of performance by the students participating in the schools are generating a greater demand for IB options. President Bush visited Falkener Elementary School in October 2006. His visit celebrated the academic performance of Falkener's students and brought attention to the IB Primary Years Programme curriculum. Falkener has been consistently meeting AYP goals.

This proposal will develop two IB Middle Years Programmes (IBMYP) and one IBPYP. The IB curriculum provides a strong foundation in traditional academic areas while promoting higher level thinking through inquiry learning models that traverse disciplines.

The IBPYP will be located at Northwood Elementary School and the IBMYPs will be located at Hairston Middle School and Ferndale Middle School. All schools will begin integration of the IB curriculum in the 2007/2008 school year. Hairston Middle School will partner with Falkener Elementary School which was recently authorized as an IBPYP school.

Hairston will continue to serve students in its assigned district and will accept 75 new students from the eastern zone feeder schools through a lottery each year. Northwood Elementary School will continue to serve students in its attendance zone and will accept 75 new students from the western zone feeder schools through a lottery each year. Ferndale Middle School will continue serving students in its attendance zone and accept 50 students from the western zone feeder schools through a lottery each year. Ferndale will partner with Northwood to provide a continuum of the IB curriculum for students in the western attendance zones in the county. In addition, Northwood and Ferndale will be offering Mandarin Chinese language instruction as part of the College Board Guest Teacher program. These school along with High Point Central High School are the only schools in the district that offer Mandarin Chinese Language instruction.

As discussed in the previous section, the job outlook for today's GCS student has changed due to the decline of traditional job bases in the community and the emergence of jobs that require more technical and scientific background. To keep up with the changing landscape of job opportunities, GCS will develop a middle school and a high school that will emphasize science and technology skills. Welborn Middle School and Andrews Aviation Academy will use advanced technology and will provide a laptop for each student in the school or academy.

Welborn Middle School will host a Science and Technology program that will serve students in the western part of the county. Aycock Middle School currently hosts this program in the Eastern part of the county and it serves 283 magnet students. Aycock has reached capacity and had to turn away 40 students last year. Welborn will continue to serve students in their assigned district and will accept 100 new students from the western zone feeder schools through a lottery each year. Aycock Middle School's Science and Technology program will continue to

serve students in the eastern zone of the county. The middle school will plan for implementation in the 2007/2008 school year and will open to students in 2008/2009.

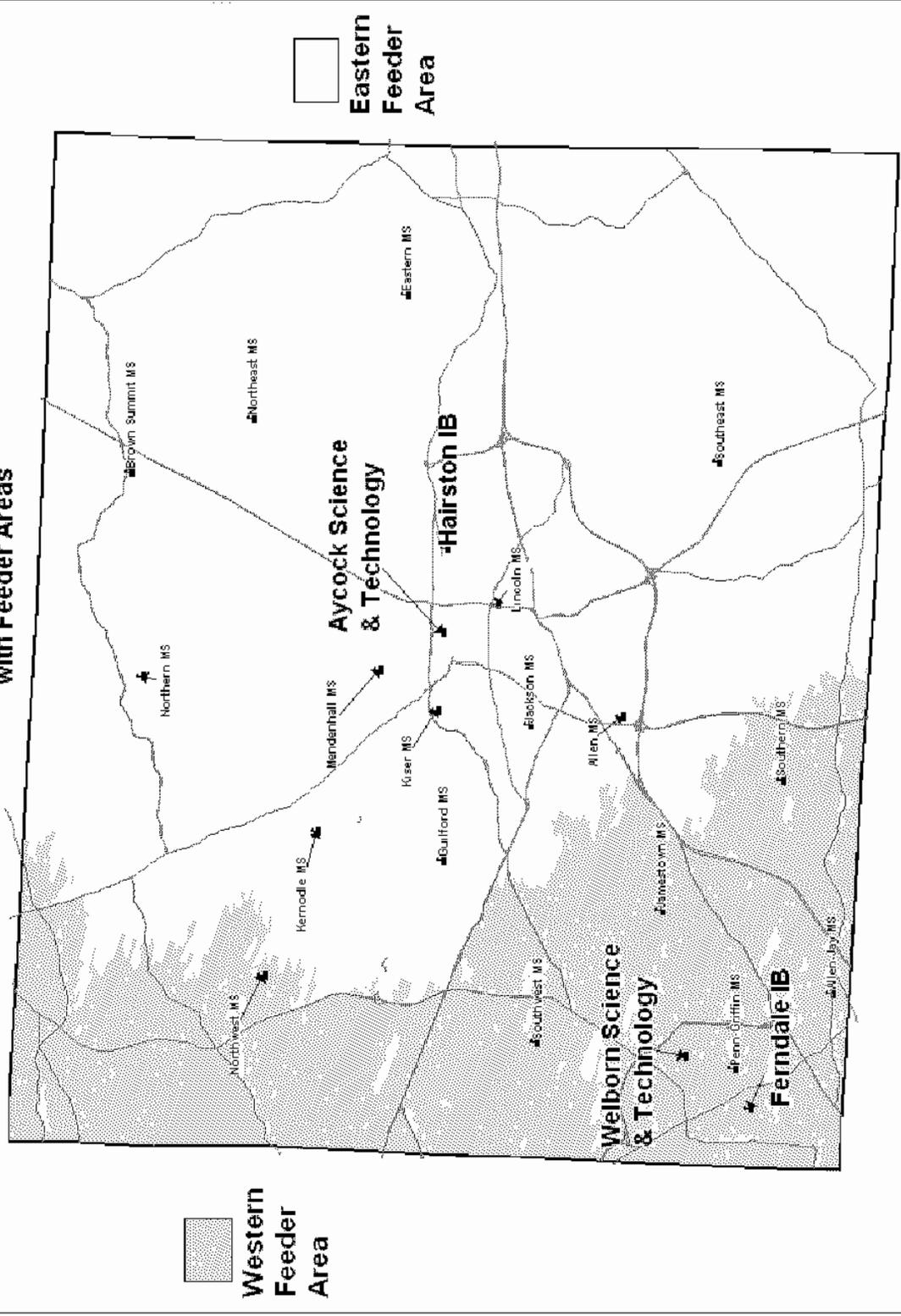
In addition to the Technology and Science Magnet at Welborn Middle School, GCS will open an Aviation Academy at Andrews High School in High Point. The learning experiences at the Aviation Academy will prepare students for both college and this century's technology-driven workplace. Students will learn about aviation from multiple perspectives through core subjects as well as seminars taught by school staff, community-college staff, and experts in the field of aviation. The Aviation Academy will continue to plan with its partners in the 2007/2008 school year. The Aviation Academy at Andrews High School will open to 100 students in grade 9 and 100 students in grade 10 in the 2008/2009 school year. These students will be accepted through a lottery and all high school students in the district will be eligible to apply. Many of their classes will take place near the Piedmont Triad Airport which is a central location in the district.

The success of these six magnet schools is essential to the district's ability to reduce minority group isolation throughout. The selection of themes was conducted with consideration of the district's experience and national research. These programs will work to enhance student choice across the district. The development of a complete vertical integration of the IB curriculum in the eastern and western district zones and the development of an additional Montessori program for a newly developed central zone to accommodate over-subscription of the current Montessori options will provide students, parents and guardians with choices that complement existing programs. Giving middle school students in the western zone of the county the opportunity to attend a middle school focusing on science and technology and the Aviation Academy at Andrews will prepare them for careers in expanding local industries.

Each of the schools will continue to serve students in their attendance zone but will also open enrollment to applicants who live in a dedicated feeder zone. Northwood and Ferndale will provide students residing in the western dedicated feeder zone with the opportunity to participate in the IB Programme. Falkener and Hairston will provide students residing in the eastern dedicated feeder zone with the opportunity to participate in the IB Programme. Welborn will provide students residing in the western dedicated feeder zone with the opportunity to participate in a Science and Technology school. Aycock will continue to provide students residing in the eastern dedicated feeder zone with the Science and Technology schools. Washington will provide students living in a central dedicated feeder zone with the opportunity to participate in the Montessori curriculum. Triangle Lake Montessori and Erwin Montessori will continue to provide students in the western and eastern dedicated feeder zones respectively, the opportunity to participate in the Montessori program. The Aviation Academy at Andrews will serve students from throughout the district at Andrews High School campus and at a central location near the airport. Maps of school locations, their feeder school and zones follow:



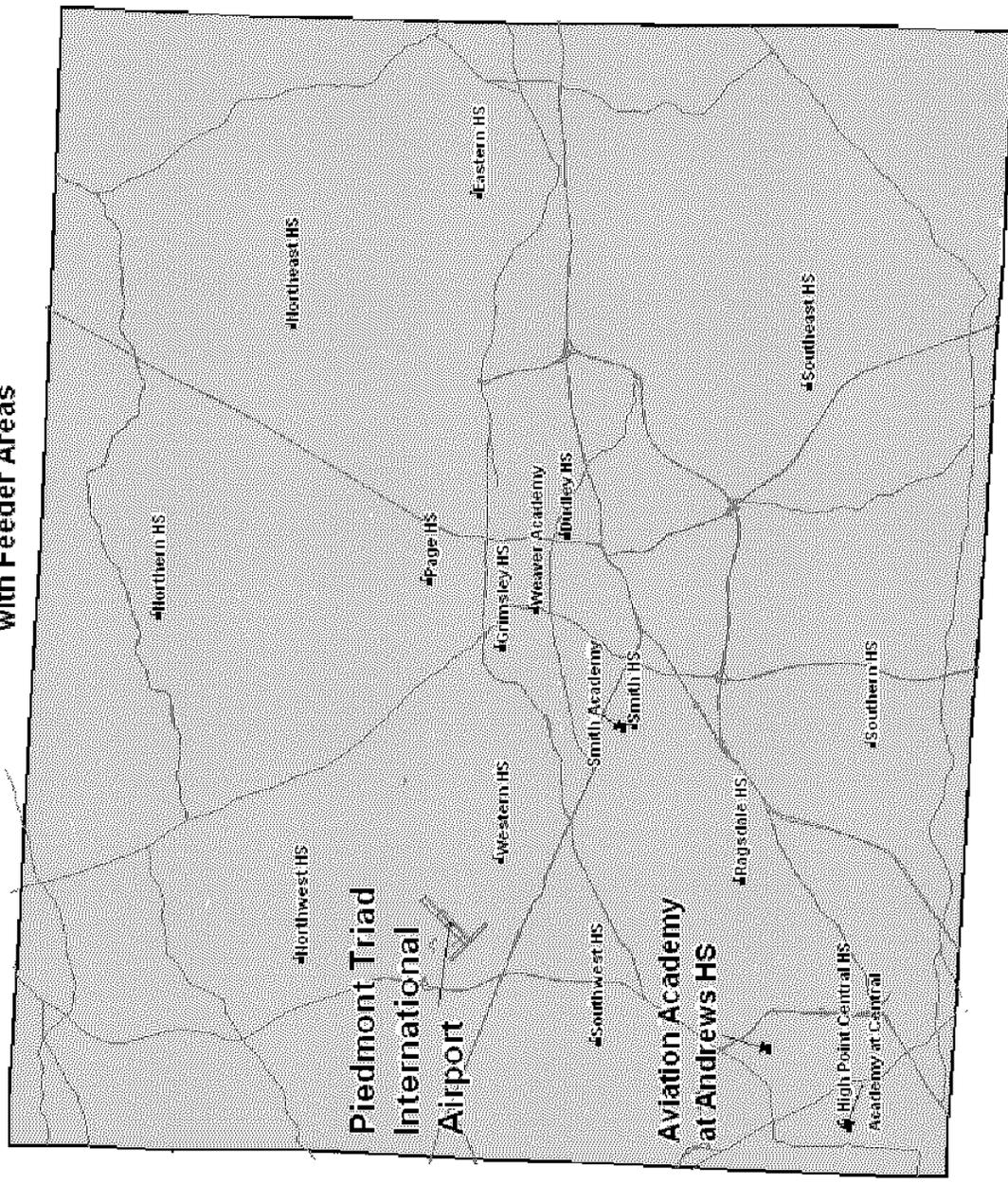
# Middle School IB and Science & Technology Programs with Feeder Areas



 **Western Feeder Area**

 **Eastern Feeder Area**

# High School Aviation Program with Feeder Areas



 Feeder Area



This magnet proposal has been designed to address the goals of the MSAP grant meet the needs of schools, improve choice for parents, guardians, and students, and assist GCS in implementing systemic reform. GCS has created distinctive, innovative and exciting magnet programs intended to attract racially diverse students in order to reduce minority group isolation. By providing an academically rigorous curriculum at each school, GCS will provide all students the opportunity to meet the challenging standards set by the North Carolina Standard Course of Study (NCSCS) as well as AYP goals.

### **COMPETITIVE PREFERENCE PRIORITIES**

#### **NEED FOR ASSISTANCE (10 additional points).**

**a. The costs of fully implementing the magnet schools project as proposed**

Guilford County Schools anticipates opening six new magnet schools with the assistance of funding from this grant. The cost of fully implementing the desired program at each school includes intensive professional development, technology and curriculum design. The cost will also include oversight of these programs in the form of theme specific magnet coordinators at each school to assist with the implementation. The project will cost \$1,728,686 for 2007/2008, \$3,976,572 for 2008/2009, and 3,735,857 for 2009/2010. It is anticipated that the bulk of the training and technology will be purchased during these initial three years so the cost of operating the schools will decrease as they continue to operate beyond the grant. The funding provided will ensure that quality and researched-based programs will exist in six newly restructured schools that attract a variety of students who will achieve academic success.

Guilford County Schools could operate these schools without Magnet Schools Assistance Program funds. It could not, however:

- Create two new elementary magnet schools, three new middle magnet schools and one new high school magnet academy;

- Restructure the magnet schools for diversity by training teachers how to meet the needs of all students in heterogeneous classes through the use of strategies such as cooperative and problem-based learning; ensure equal access to all students to all courses including gateway and advanced placement courses;
- Implement an extensive multicultural curriculum at all magnet schools;
- Provide necessary equipment and supplies required to fully implement each of the themes described in this proposal;
- Implement curriculum alignment activities at every magnet school; and
- Rewrite the curricula of all magnet schools so that they conform to the highest content standards established by the North Carolina Department of Instruction, and infuse into these newly aligned curricula their magnet themes.

The budget narrative provided outlines the cost for each school as well as the cost to the district for implementing the programs at the six new schools. If MSAP assistance is not provided at these schools, these schools will most likely fail to meet AYP and suffer greater NCLB sanctions. In addition, the schools will continue to become more minority isolated. The funding is expected to create an environment at each school where the necessary personnel, equipment and training is in place to implement a new curriculum that will attract students and parents. The funds will provide the personnel and time to help revise the curriculum at each school, including a coordinator at each school to oversee the implementation of the curriculum and training. The necessary equipment will be secured at each site to ensure that they can fully support the unique program offerings. Building capacity by training teachers to develop and teach using new methods that will engage students is one of the primary expenditures of the budget.

**b. The resources available to the applicant to carry out the project if funds under the program were not provided**

GCS has experienced a steady growth in numbers of students for the past ten years. Since 1996, the enrollment has grown from 58,531 students to 70,380 students. During this time demands for services have increased at an even faster rate. The number of English Language Learners served has grown from 1.3% (710 students) of the population in 1996 to 8.1% (5,887) of the population now. The number of Students with Disabilities has grown from 7,590 in 1996 to 10,469 in 2006, a growth rate of 67.05% in 10 years. Since 2000, GCS student demographics have shifted from 39% to 47% of our students now receiving free and/or reduced meals. At a time when funding levels consistently decreased, and student needs increased, GCS is facing the stringent accountability demands that were brought on by the NCLB federal legislation. The challenge was and continues to be meeting the needs of *all* students in an environment that is increasingly more diverse and poor.

During this time, the area has experienced a shifting and unstable economy. A study recent released by the Brookings Institute which studied a trend of suburban poverty ranked the Greensboro Metro area which includes parts of Guilford, Randolph and Rockingham county as the ninth in the nation for the largest poverty rate increase in the nation. In 2005, they list the child poverty rate as 21% and the overall poverty rate as 14.4%.

In order to keep pace with growth, GCS has passed bonds to construct new schools and add on to existing ones. In 2003, the voters of Guilford County approved a bond referendum of \$300 million (just three years after approving a \$200 million bond in 2000) to provide construction of four new schools, replacement facilities for five schools and renovations at nineteen schools. The Board of Education has already reviewed priorities for a new bond

referendum that is expected to be complete and ready for vote by the November 2007 elections. This new bond package is expected to include projects totaling approximately \$450 million.

GCS works to keep pace with the growth as student enrollment increases. In the past three years, average daily membership has increased from 63,873 students to 66,367 students. During this same time period, GCS had to increase per pupil expenditure from \$6,751 per student to \$7,152 per student. This expenditure per student is higher than the state average of \$6,922 but GCS ranks 59<sup>th</sup> of 115 school districts in North Carolina in funds spent per student.

During the 2006-2007 year alone, several expenditures have been added to the already insufficient budget. GCS commitment to the Mission Possible program, a multi-million dollar initiative to fund incentives for teachers who meet achievement goals and agree to teach in targeted schools will cost the district nearly \$2,000,000 in local funding. A fire consumed Eastern High School on November 1<sup>st</sup> and resulted in unforeseen costs of providing two school sites for the over 1,000 students who attended the school. This disaster is costing the district millions of dollars in extra transportation, overtime for staff, expedited construction and remodeling of buildings to provide a seamless transition for effected students, staff and parents.

At the beginning of the 2005/2006 school year, it was discovered that three newly constructed schools (including Hairston Middle School) had structural defects that would require repair. These repairs were expedited so that the schools could operate and open on time but cost the district \$8.9 million dollars.

In 2005/2006, the state budget for education had several cuts that had an impact on the budget for GCS.

- Local Education Agency Discretionary Reductions - GCS' share of the proposed \$44,291,248 and \$27,660,000 state-wide discretionary reductions of approximately \$3.5 million dollars.
- 4% reduction - The North Carolina Department of Public Instruction requested that GCS share in the cost of reductions due to a budget shortfall in the amount of approximately \$12.8 million dollars.
- \$15 million reduction in the Public School Building Capital Fund - GCS share of this reduction for 2005-06 was approximately \$730,937 at a time when there is at least \$450 million in identified school construction and renovation needs.

In 2006/07, GCS capital outlay dollars were cut from \$10M to \$7M. In the current construction market impacted by the rising cost of steel, the shortage of concrete, the rising cost of gas and petroleum-based products and the subsequent increases in construction costs per square foot, the loss of capital outlay funds could not come at a much worse time. The budget included an increase of \$658,064 for maintenance/upkeep of 446,224 additional square footage and an increase of \$672,342 for custodial services/maintenance of facilities. However, a \$3M reduction in the capital outlay appropriation forced GCS to use approximately (b)(4) of operating funds to address some unmet facility needs.

Much of the funding available to the county is committed to other initiatives at this time. GCS does not want to offer hollow programs that collapse due to not meeting the expectations of parents, students and staff. GCS could offer unique programming at these six schools, but the required guidance of additional staff, professional development, curriculum redevelopment and equipment would not be nearly sufficient to provide a complete, rich and distinctive program worthy of our students.

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

Guilford County Schools does not have the funds nor the resources to implement this project without Magnet Schools Assistance Program support. If a greater proportion of the operating budget were used on magnet schools, non-magnet schools would be inadequately staffed, and receive inadequate services, an unacceptable situation. The total cost of the project exceeds the resources of the Guilford County Schools by more than the \$9,441,155 requested. The district is contributing local dollars to the program and is not asking the complete funding from the federal government. An example of local funding includes the costs for providing transportation, selected professional development and all but eight staff members at the school and district level for Magnet Schools.

Based on the cost of implementing the training, resources and staffing for each of the revised schools, GCS would only be able to address the needs at one or two of the schools in the next several years. The costs would have to be taken from other needs across the district and most likely would not be able to be implemented in the fashion that the student, teachers and parents are anticipating. If the schools proceed with the plans for revision into a magnet school, without MSAP funding it is likely that they would fall short of realizing a truly unique and attractive school. The budgets would only allow limited training for teachers and equipment which would most likely not affect a total change in the teaching and learning environment at the schools. GCS will consider moving forward with some of the plans for the programs, particularly at Washington Elementary School and Ferndale Middle School which are under NCLB sanctions, however, the programs would not be as effective in meeting the purposes set out by the district.

**d. The difficulty of effectively carrying out the approved plan and the project for which assistance is sought**

Due to the size and racial isolation of Guilford County, the idea of making changes in the racial and socio-economic mix of the schools included in this grant is a big challenge. Each of the schools have challenges of their own including low-test scores, changes in administration, and lagging parent and community support. The only way to reduce minority group isolation at the six proposed schools is by offering programs that are so outstanding and unique that the desire for a high-quality education overcomes initial apprehension.

The objectives for the grant are ambitious, but GCS has a history of working with magnet programs and will use this history as a guide for how to proceed. The IB, Montessori, and Technology-based programs among the most attractive to parents in Guilford County Schools and are also among the most challenging and successful curricula. The expansion of the IB, Montessori, Science and Technology, and Aviation Academy programs into schools where there is a minority population should help increase the rigor at those schools as well as attract more non-minority parents and students to these schools. In order to introduce these programs at these schools, and see them authorized it will require a large investment. This investment in teacher training, curriculum and supplies, will provide capacity for change and interest in these schools.

Additional costs for recruiting, marketing and transportation are considerations when planning for achieving the goals set forth in this project. In order to make these new schools successful, it will require a large effort to inform the community, parents and students about the unique changes occurring at each. In order to truly disseminate information to the public about these programs, GCS will have to use both traditional as well as non-traditional means. To attract under-represented students, the District Relations and Magnet offices work to establish a strategy of communicating with parents and the community at churches, community groups and

other gatherings not traditionally associated with schools. In addition, the schools will participate in the GCS Magnet Fairs and will produce promotional materials such as brochures and videos to promote their programs.

GCS will have to also monitor the patterns of student leaving schools to attend these schools. The “feeder schools” from which these students come to attend the magnet programs may experience an adverse affect on their minority isolation. This problem has been experienced by magnet programs in GCS in the past so the student assignment staff will carefully monitor to see if any of these trends develop.

Each of these schools will have a goal of racial diversity. GCS has been focusing on rational sensitivity for the past several years. In order for these schools to succeed, it will be necessary that all students, teachers, parents and community members feel the school is open and accepting of everyone. It will be a priority at each of these schools to have meaningful interaction between minority and non-minority students.

#### **EXPANDING CAPACITY TO PROVIDE CHOICE**

**(Up to 10 additional points)**

**The extent to which the applicant proposes to help parents whose children attend low-performing schools by:**

**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**

Five of the six schools selected to participate in the MSAP grant are under NCLB sanctions because of failing to make AYP. Andrews High School is the only school not under sanctions because they are not a Title I school. The Table below outlines their AYP history, current sanctions and possible sanctions for next year if they fail to make AYP in 2006/2007.

<b>School</b>	<b>AYP History</b>	<b>NCLB Sanctions 2006/2007</b>	<b>Potential NCLB Sanctions 2007/2008</b>
Ferndale Middle School	Did not make AYP in 2002/2003; 2003/2004; 2004/2005; 2005/2006	School Choice, SES, Corrective Action	School Choice, SES, Planning for Alternative Governance
Hairston Middle School	Did not make AYP in 2003/2004; 2004/2005 Made AYP in 2005/2006	School Choice	School Choice, SES
Northwood Elementary School	Did not make AYP in 2003/2004; 2004/2005 Made AYP in 2005/2006	School Choice	School Choice, SES
Washington Elementary School	Did not make AYP in 2002/2003; 2003/2004; 2004/2005; 2005/2006	School Choice, SES, Corrective Action	School Choice, SES, Planning for Alternative Governance
Welborn Middle School	Did not make AYP in 2004/2005; 2005/2006	SES (reverse choice)	SES, School Choice
Andrews High School	Did not make AYP in 2002/2003; 2003/2004; 2004/2005; 2005/2006	N/A - Not Title I School	N/A - Not Title I School

It is anticipated that by instituting reform at these schools with proven instructional strategies and curricula, it will help increase student academic achievement and help the schools meet the AYP goals. Each of the schools will be infused with resources including specialized training for teachers that will enable them to teach using innovative and research proven methods. During the three years of the proposed plan for the six affected schools, it is anticipated the quality of teaching and environment in each of the schools will improve significantly.

GCS has maximized the opportunity for students in low-performing schools to attend high performing magnet schools. All of the schools identified for magnet programs in this proposal are in school choice sanction for the 2006/2007 school year. By placing innovative, exciting and challenging programs with rigorous academic curricula in each of these schools, it is expected that each of the schools will meet AYP by the end of the three-year grant cycle.

**2. Effectively informing parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under the project.**

All parents are notified annually of the status of their child's school in meeting AYP goals. If a school fails to make AYP, parents are advised of their rights in selecting opt-out schools, magnet schools and/or electing to remain in the school and applying to receive Supplemental Education Services. The parents are mailed packages indicating that the school has failed to make AYP, which school they can select to send their child to, and/or information about supplemental services. The parent must return acknowledgement that they received the information and the choices they have made for their child.

In addition, GCS is committed to providing transportation (through non-MSAP funds) to all students for whom such transportation may reasonably be provided. Transportation for students opting out of sanctioned schools is required by law; thus, the District uses funds from

the Federally mandated School Improvement set aside to fund this requirement. Regarding SES transportation, each school offering SES provides transportation home to all students tutored at GCS facilities. This transportation is paid for with local and/or Title I school allocated funds. The District can not use the funds in the School Improvement set aside for SES transportation.

GCS provides comprehensive information to parents of students attending low-performing schools concerning the magnet choices available to them. For example, every middle school registration form required to be signed by parents contains information about all magnet school choices for all students. Other means to inform all parents of the magnet school options available to them include holding two magnet fairs for interested parents, placing advertisements on radio, television and in Greensboro Newcomers Magazine and in local newspapers, making presentations to PTAs, sending flyers home with all Guilford County students publicizing the options fairs, and meeting with school counselors to discuss magnets and high school options. Guilford County has also produced a video on high school options that is shown both on the Guilford County Schools cable television channel and on local television. In addition, some of the magnet schools have produced their own videos about their magnet schools and make additional recruiting efforts.

Special marketing plans have also been developed to help educate parents about magnet options. Some of these plans have included presenting information at churches, community centers and other non-school settings. These sessions serve to reach out to the community that may be unfamiliar with the efforts of the schools at more traditional information sessions.

#### **A. PLAN OF OPERATION** (25 points)

##### **1. The quality of the plan of operation for the project.**

GCS has extensive experience with the development and implementation of magnet programs as a means to provide all students with the opportunity to attend racially diverse

schools with innovative and challenging academic programs. This experience includes developing, implementing, and running programs with local as well as MSAP grant funds. GCS applied this extensive experience to develop its plan to expand magnet programs to six schools.

In choosing magnet themes and programs, GCS considered current research and consulted the experiences of other school districts: successful themes and programs were explored; K-12 Magnet themes/articulation/feeder plans were created; and input from the school communities were sought. In placing the magnet schools and programs, GCS considered: the demographics of the area, the ability of the schools to draw a diverse student body; the accessibility of the schools to low performing schools in the district; and also placing magnet schools in areas of GCS that are currently underserved by such programs to make choice available to more students in the District.

Aside from Magnet Options, GCS has experience implementing other grants and strategies for improvement throughout the district. One of the newest initiatives GCS is implementing to address low performance is the Mission Possible program. The program uses performance-based teacher and principal compensation systems in high-need, disadvantaged schools, where at least 30 percent of students are eligible for free or reduced-price lunch. Teachers in schools participating in the Mission Possible program earn differentiated pay according to the subjects and grades taught. For instance, K-2 teachers earn an additional \$2,500 and a middle school math teacher earns an additional \$9,000 when they teach in one of 29 Mission Possible schools. Additional performance incentives are awarded if the teacher's students meet growth goals and if principals help the schools meet AYP goals. In addition to the pay differentiation and performance incentive funds, the program requires extensive teacher

training (e.g., *Cooperative Learning, Undoing Racism, Mastery Learning, Differentiated Instruction*) and lower class sizes for the participating schools.

The goals of the Mission Possible program are to improve student achievement by increasing the effectiveness of principals and teachers, and, at the same time, increase the number of effective teachers for minority and disadvantaged students. Ferndale, Hairston, Welborn, Andrews, and Washington are all Mission Possible schools. The program is supported through several funding sources. The original program was launched with nearly \$2 million in local funds. GCS received an \$8 million, five year Teacher Incentive Fund grant from the U.S. Department of Education to support the participation of additional schools and an extensive evaluation of the program. In addition, the University of North Carolina System is partnering with GCS to support a math-only version of the program at two high schools. This part of the initiative is funded by Action Greensboro (a non-profit organization that works with business and government to support economic growth in the Greensboro area) and includes the collaboration of North Carolina A&T State University and the University of North Carolina at Greensboro.

Other examples of district strategies to address low achievement by students and needs of schools include:

**Read GCS teacher training in Title I schools to strengthen reading proficiency**

- Includes Pre-K teachers
- Increasing number of participating schools

**Fullan Training to develop Professional Learning Communities**

- Focus on developing skills in a group of core teachers
- sharing best practices and sustaining improvement

### **Middle Schools**

- SpringBoard reading and math teacher training (best instructional practices with curriculum rigor) for all middle schools

### **High Schools**

- Strategic Reading in high schools to support students who are two or more years behind grade level

### **Structural Changes**

- Induction and Success unit focused on supporting, orienting, and developing new teachers and principals
- Formative Assessment unit devoted to creating, aligning and validating benchmark assessments to end-of-course (end-of-grade) tests

### **General Strategies K-12**

- “Double-dosing” students in reading and math
- Continued focus on curriculum aligned to end-of-grade and end-of-course objectives
- Development of district-wide pacing guides and lesson plans to ensure continuity

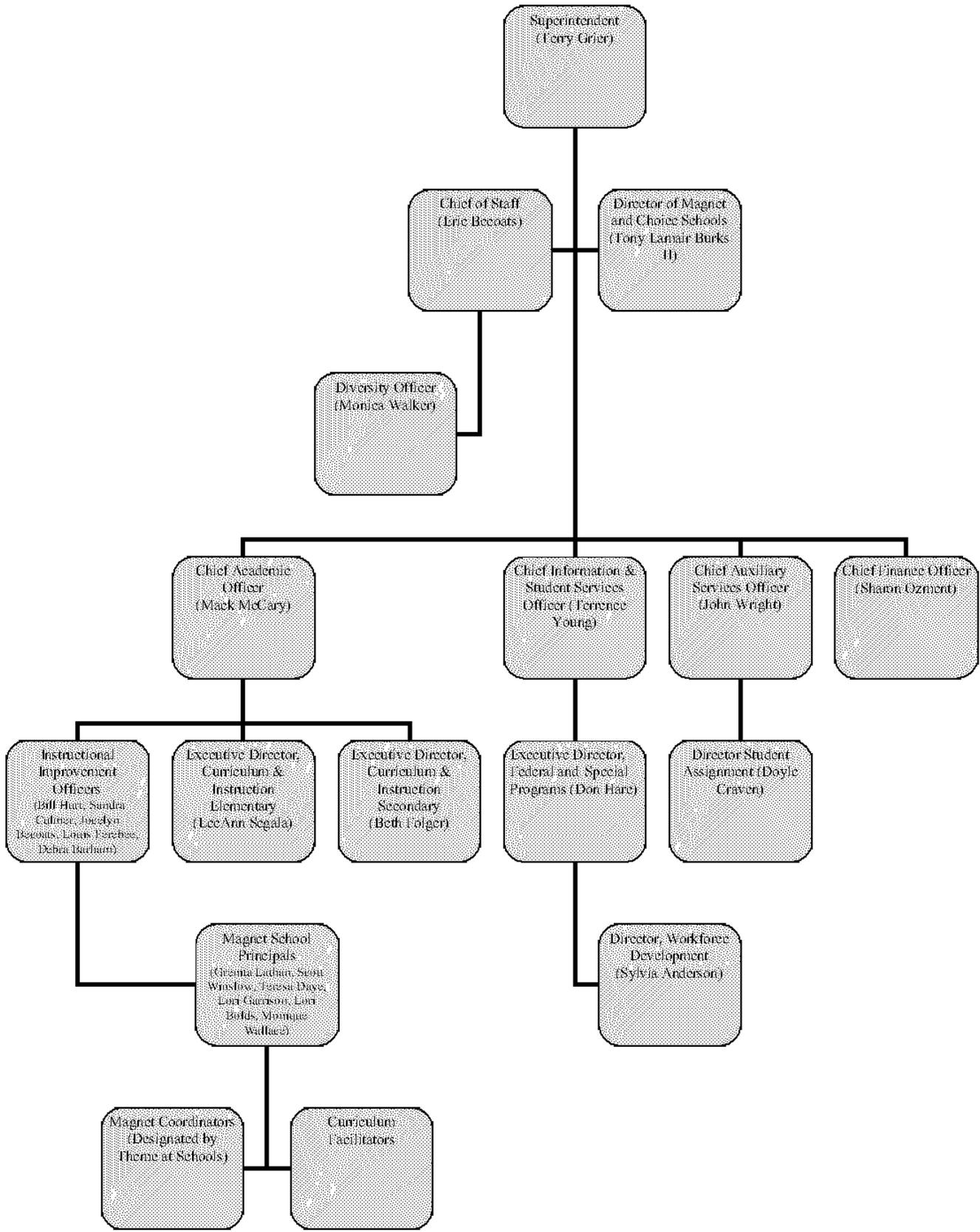
## **2. The extent to which the district demonstrates:**

- i.** The effectiveness of the management plan to ensure proper and efficient administration of the project.

Guilford County Schools has extensive experience with the development and implementation of magnet schools and programs as a means to provide all students with the opportunity to attend racially diverse schools with innovative and challenging academic programs. Each magnet program has an integrated curriculum plan with special themes and programs to foster student achievement. The magnet programs employ high-quality research-based academic curricula and instruction to assist students in achieving mastery of the North

Carolina Standard Course of Study and proficiency on End-of-Grade and End-of-Course tests. Teachers have access to state-of-the-art equipment, supplies, and technology to assist students in achieving at a high level. All staff are trained in the theme or specialized philosophy of the magnet program. The overall responsibility for the effective operation of the Magnet School Assistance Program rests with the Guilford County Board of Education and the Superintendent of Schools, Dr. Terry Grier. The Board of Education and Dr. Grier are committed to the purposes of the Magnet School Assistance Program.

The organizational plan designed for proper and efficient administration of the Magnet Schools Assistance Program grant is outlined below.



The *Director of Magnet and Choice Schools, Tony Lamair Burks II* will be responsible for the overall success of the project. As Director, he will coordinate the planning of the six magnet school programs and assume responsibility for the fiscal management of the Magnet School Assistance Program grant.

He will be responsible for developing promotional materials, including brochures, press releases, and bulletins to describe the district's six new magnet programs. He will develop information and recruiting plans for each of the new magnet schools. He will be responsible for the recruitment campaign, including the annual Magnet Schools Fair. He will work with the *Chief Finance Officer, Sharon Ozment*, to complete the financial recordkeeping for the magnet programs and will also be responsible for the preparation of financial reports as required by the MSAP.

At the school level, *principals* will serve as the general administrator of the school and will assist in the coordination, implementation and evaluation of the magnet program. The *Magnet Coordinators* at each school will be responsible for implementation of the new curriculum, professional development for teachers, and alignment of the theme with all school activities. The *Curriculum Facilitators* at each school serve as staff developers at school sites for selected subject areas for the district and are trained by curriculum specialists. The *classroom teachers* will implement the courses of instruction and special activities designed to improve student achievement within the magnet schools.

Each school will hire a theme-specific *Magnet Coordinator*, with MSAP grant funds to oversee the specialized curriculum at each of the schools. The magnet coordinators will help organize the professional development for teachers and administrators at the school. They will also work closely with the teachers and curriculum facilitators at each school to ensure the

instructional practices are imbedded in every classroom. The magnet coordinator will be an experienced educator who can help teachers develop lesson plans and integrate the standard course of study objectives into the unique curriculum.

*Principals* at each of the magnet schools have already been heavily involved in planning for the transition to their new magnet programs. Principals have worked closely with parents, guardians, school-based leadership teams and staff to gather feedback and educate each school community about the changes that the new focus will bring.

Each school in the proposal has a *School-Based Leadership Team* (SLT) that meets regularly to develop school improvement plans, identify areas in need of improvement in curriculum and/or behavior, plan for professional development, and act as a steering committee for the school. The SLTs consist of the administrative staff (Principal and Assistant Principals), the curriculum facilitator, teachers, other school staff, parents, and guardians. This team will oversee the implementation of the new curriculum at each of the schools. These teams report to the Instructional Improvement Officers whose role is described later in this section.

The School-Based Leadership Team at each school will work closely to ensure the magnet specialization at their school will be of the highest quality. The schools selected for this grant have teams in place that have been involved in planning for the transition to the new magnet themes in order that it is as seamless as possible. They all understand their role in the success of the program and are willing to work towards achieving the objectives outlined in this proposal.

## **Connecting the Magnet Office to District Services**

In implementing the Magnet Schools Assistance Program, the Director of Magnet Schools will work closely with staff members in other offices within the district. Those with whom he will work and the assistance they will offer include the following:

The *Chief of Staff, Eric Becoats*, will receive updates from Mr. Burks on the progress of program implementation at each of the magnet schools and will offer advice and provide district resources to provide as seamless a transition as possible.

The *Executive Director of Federal and Special Programs, Don Hare*, will oversee the Magnet Schools department and provide the leadership and support necessary to ensure the success of the program. Dr. Hare also oversees Title I and Title IV programs so will be able to coordinate these resources within the MSAP funded schools.

The *Director of Workforce Development, Sylvia Anderson*, will assist the Director of Magnet Schools, principals, and other staff with the development and implementation of career exploration and technology curricula.

The *Chief Academic Officer, Dr. Mack McCary*, oversees the Office of Curriculum and Instruction and will provide the leadership and support in the areas of curriculum and instruction to the magnet schools.

*Instructional Improvement Officers* will provide direct supervision of the principals in the magnet schools. They will be responsible for assisting with the development and implementation of the thematic curriculum.

*Executive Director of Elementary Curriculum and Instruction, Lee Ann Segalla* oversees a staff of discipline specific curriculum specialists who assist with aligning the curriculum to the standard course of study at the district level.

*Executive Director of Secondary Curriculum and Instruction, Beth Folger* oversees a staff of discipline specific curriculum specialists who assist with aligning the curriculum to the standard course of study at the district level.

The *Director of Student Assignment, Doyle Craven*, will coordinate the application and student selection process. Applicants will be admitted into the magnet program using a computerized random selection process.

The *Chief Human Resources Officer, Dr. Peggy Thompson*, will oversee personnel matters related to recruitment and selection of magnet school faculty and staff.

*Chief Information and Student Services Officer, Dr. Terrence Young*, supervises school support, special schools, After School Care and Enrichment Programs (ACES), Title I programs, counselors, social workers, psychological services, athletics and driver education, exceptional children, and workforce development. He will assist with determining technology needs and installation of equipment at the school sites.

*Dr. Gongshu Zhang, Executive Accountability and Research Officer*, oversees the Assessment and Evaluation and Formative Assessment divisions. He will provide required data for MSAP reporting.

The *Chief Finance Officer, Sharon Ozment*, will accept funds and monitor expenditures in accordance with the guidelines of the MSAP grant. She will also prepare interim and final expenditure reports.

The *Executive Director of District Relations, Sonya Conway*, will assist in the development of a comprehensive media campaign to promote the new magnet school programs.

The *Director of Transportation, Jeff Harris*, will coordinate the student transportation necessary for the implementation of the magnet school program.

The *Executive Director of Facilities, Kevin Lear*, will oversee and coordinate all building construction, renovations, and maintenance efforts.

A management timeline with project activities and personnel responsibilities has been established for the three years of the funding cycle. Each year the annual indicators will be reviewed to determine progress toward meeting the goals of the project. The annual goals and the responsibilities of staff at the district and school levels are included in the tables detailing the timeline.

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Begin planning and research for new magnet programs	Chief of Staff/ Director of Federal Programs/ Magnet Director/ Magnet Principals/ School-Based Leadership Teams	June 2006	N/A	N/A	N/A
Identify Facility Needs	Chief of Staff/ Executive Director of Facilities	September 2006	N/A	N/A	N/A

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Finalize Proposed Schools and Theme Selections	Chief of Staff/ Director of Federal Programs/ Magnet Director/ Superintendent/ School Board	October 2006	N/A	N/A	N/A
Research, Develop and Revise Program Curriculum	Magnet Director/ School-Based Leadership Teams	June-May 2007	On-going	On-going	On-going
Identify Magnet Staff	Principals	May 2007	May	May	May
Design Flyers and Brochures	Magnet Director/ District Relations/ Principals/ Magnet Coordinator/ School-Based Leadership Teams	January 2007	November	November	November

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Initiate Marketing Campaign	Magnet Director/ District Relations/ Principals/ Magnet Coordinator/ School- Based Leadership Teams	February 2007	On-going	On-going	On-going
Recruit Students	Magnet Director/ District Relations/ Principals/ Magnet Coordinator	April 2007	On-going	On-going	On-going
Host Parent Information Meetings	Principals	November 2006 - June 2007	December - March	December March	December - March
Conduct Student Selection Lottery	Magnet Coordinator/ Director of Student Assignment	March- July 2007	March- April	March- April	March- April
Hire and Assign School-based staff	Principals	February- July 2007	February- July	February- July	February- July

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Purchase Textbooks, Equipment and Supplies	Magnet Director/ Magnet Coordinators/ Principals Curriculum Facilitators	June- August 2007	June- August	June- August	June- August
Provide Professional Development	Magnet Director/ Magnet Coordinators/ Principals/ Office of Professional Development/Office of Curriculum and Instruction	January August 2007	June- August	June- August	June- August
Provide In-service Training for Teachers	Magnet Coordinators/ Principals/ School- Based Leadership Teams	On-going	On-going	On-going	On-going
Develop Evaluation Plan for Magnet Schools	Magnet Director/ Outside Evaluators/ Executive Accountability and Research Officer	December 2006	On-going	On-going	On-going

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Conduct visits to Exemplary Magnet Schools	Magnet Director/ HIOs/ Chief Academic Officer/ Principals/ Magnet Coordinators/ School-Based Leadership Teams	September 2006 June 2007	On-going	On-going	On-going
Conduct Information Sessions, Community Sessions, Open Houses, and other Outreach Activities	Magnet Director/ District Relations Director/ Magnet Coordinators	September 2006 June 2007	On-going	On-going	On-going
Establish Magnet Advisory Groups and Diversity Teams	Principals/ Magnet Coordinators	May August 2007	October	October	October

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Implement Diversity Teams and Magnet Advisory Group Meetings	Magnet Director/ Principals/ Magnet Coordinator	July 2007	September, December, February, April	September, December, February, April	September, December, February, April
Collaborate with Local Organizations	Principals/ District Relations Director/ Magnet Director/ Magnet Coordinator	On-going	On-going	On-going	On-going
Conduct Evaluation Using Classroom Observations	Evaluator, Principal, Magnet Coordinator		On-going	On-going	On-going
Conduct Program Documentation	Outside Evaluator		On-going	On-going	On-going
Collect School and Course Enrollment Data	Outside Evaluator/ Magnet Coordinator/ Executive Accountability and Research Officer	On-going	On-going	On-going	On-going

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Collect Magnet Application Records	Outside Evaluator/ Student Assignment	August 2006	August	August	August
Conduct Teacher, Student and Family Surveys	Outside Evaluator/ Magnet Director	August 2006 - June 2007	August - June	August - June	August - June
Conduct End of Course and End of Grade Tests	Executive Accountability and Research Office	December 2006 - January 2007/ May June 2007	December January/ May June	December January/ May June	December - January/ May June
Conduct Benchmark Tests	Executive Accountability and Research Office	On-going	On-going	On-going	On-going
Conduct NC Test of Computer Skills	Executive Accountability and Research Office	February March 2007	February March	February March	February - March

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year 1 2007/2008</b>	<b>Year 2 2008/2009</b>	<b>Year 3 2009/2010</b>
Analyze and Interpret Data	Outside Evaluator/ Magnet Director/ Magnet Coordinators/ Principals/ Teachers	N/A	On-going	On-going	On-going
Prepare Federal Annual Performance Report	Outside Evaluator	N/A	August-December	August-December	August-December
Review and Modify Student Assignment Plan	Student Assignment/ Magnet Director	N/A	August-February	August-February	August-February
Review and Modify Curriculum	Magnet Director/ Magnet Coordinator/ School-Based Leadership Teams/ Office of Curriculum and Instruction	N/A	On-going	On-going	On-going
Ensure Financial Accountability	Chief Financial Officer/ Magnet Director	N/A	July-June	July-June	July-June

Activity	Responsible	Pre-Grant	Year 1 2007/2008	Year 2 2008/2009	Year 3 2009/2010
Prepare Budgets and Train School Staff	Magnet Director/ Magnet Coordinator/ Principal	January - July 2007	On-going	On-going	On-going
Prepare Evaluation Report	Outside Evaluator	N/A	April	April	April
Prepare Final Report	Outside Evaluator	N/A	N/A	N/A	August

- ii. The effectiveness of its plan to attain specific outcomes that
- (A) Will accomplish the purposes of the program;
  - (B) Are attainable within the project period;
  - (C) Are measurable and quantifiable;
  - (D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes.

This proposal's objectives are aligned to the six purposes of the Magnet Schools Assistance Program (MSAP). A set of objectives follows the Program Purpose it addresses.

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools. All proposed magnet schools are minority group isolated. In each case, minority group isolation will be reduced. (The percentage of minority students at each school will decrease.)

One of the two performance measures established by the Secretary of Education for this program states: *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, would reduce, eliminate or prevent minority group isolation increases annually.* Objective 1.2 addresses this performance measure.

Please note that each proposed magnet school with the exception of Andrews High School will be a whole school magnet. (Every student will fully participate in the program once the curricula is developed.) Andrews High School is working towards creating smaller learning communities and will adopt the Aviation Academy as part of their smaller learning communities plan. The Aviation Academy will attract a total of 400 students once it is completely implemented.

The total enrollments of each existing school in the sixth month of this year are:

- Northwood Elementary School - 513 students
- Washington Elementary School - 158 students
- Ferndale Middle School - 594 students
- Hairston Middle School - 644 students
- Welbom Middle School - 567 students
- Andrews High School - 964 students

**Objectives:** 1.1 By October 1 of each project year, minority group isolation will be reduced at the six proposed magnet schools. (See table below.)

<b>Current / Projected Enrollment % Minority</b>				
<b>School</b>	<b>2006/2007*</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
	<b>Min%</b>	<b>Min%</b>	<b>Min%</b>	<b>Min%</b>
Northwood Elementary	72.67	70.93	69.43	68.48
Washington Elementary	99.0	99.0	89.33	81.03
Ferndale Middle	81.0	78.11	76.02	74.14
Hairston Middle	99.54	93.37	88.49	84.46
Welborn Middle	76.15	76.08	73.28	71.77
Andrews High	81.48	81.48	77.37	75.34

\*Enrollment on the tenth day of the 2006 2007 school year

**1.2** For each project year, the student application pools for the proposed magnet schools will reflect racial and ethnic compositions that, in relation to the total enrollments of the schools, eliminate, reduce or prevent minority group isolation. (MSAP GPRA Performance Measure 1.)

**1.3** For each project year, the proportion of minority students in the applicant pool for each magnet school will be less than the proportion of minority students enrolled in the school by at least 10 percentage points. For each project year, the numbers of students in the applicant pools will be at least 10% greater than the total number of seats available in each school.

**1.4** By October 1 of each project year, no feeder school will have an increase in minority group isolation that will result in the proportion of minority students exceeding the districtwide average of minority students at that level of schooling.

**1.5** By October 1 of each project year, the minority: white ratio of every magnet school class, including gateway, enrichment and advanced classes, will not deviate from the minority: white ratio of its grade by more than 15%.

*Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards:*

The school wide planning process will coordinate magnet and other school planning. Each magnet school will participate in the writing of curricula that will simultaneously focus on its theme and meet or exceed State academic content and student academic achievement standards. This will be supported by the project and district office resource staff.

**Objectives:** **2.1** By October 15 of each project year, the School-Based Leadership Team at each magnet school will have completed or revised a School Improvement Plan with goals, objectives, and activities that support the adoption of high standards for all students. This plan will have objectives and activities that are directly related to: (1) systemic reform and the alignment of curricula with State academic content standards and student academic achievement standards; (2) the development of the school's magnet themes; (3) staff development related to the objectives and activities of this grant; and (4) expanding previous parent involvement initiatives.

**2.2** At the end of each project year, 90% of all teachers at all magnet schools will agree with the following survey items related to the effectiveness of school-wide planning: *(1) The School-Based Leadership Team of my school: (a) Elicited teacher input. (b) Developed and implemented policies. (c) Accepted feedback. (2) The school improvement plan: (a) addresses the need to align curriculum with state standards. (b) includes a strong magnet theme component. (c) includes clearly defined instructional priorities. (d) reflects the overall needs of the school. (e) will help improve student test scores. (f) help improve the interaction of students from diverse racial, social and ethnic backgrounds.*

**2.3** By the end of each of the three years of this program, the magnet coordinator will facilitate and support activities related to systemic reforms and providing all students the opportunity to meet challenging State academic content and student academic achievement standards. The specific reforms include alignment of curriculum and instruction to state standards in magnet schools. The success of these activities will be determined through teacher observations (using a protocol developed by the evaluators, principals, and magnet director), interviews and survey items.

**2.4** By the end of the second and third years of this project, there will be a significant increase, from the previous year, in the numbers of parents of magnet school students who participate in school activities related to the education of their children. Baseline information will be collected at the end of project year 1. The success of these activities will be determined by agendas and attendance sheets of school-sponsored parent/guardian activities, other records of parent/guardian-school interactions kept by school staff, and by an analysis of parent/guardian responses to survey items that include: *(1) During the current school year, how often did you: (a) Attend parent-teacher conferences? (b) Volunteer to help in the classroom? (c) Attend school-wide special events? (d) Attend parent workshops? (e) Attend school committee meetings? (2) Have you received any training from the school on working with your child at home? If yes, have you used any of the techniques or information you received from the school (3) Please mark the extent to which you disagree or agree with each of the following statements. (a) The staff at my child's school is friendly and helpful. (b) I feel comfortable at my child's school. (c) The school really makes an effort to involve me in my child's learning.*

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 education programs.

Magnet schools will develop, as part of their School Improvement Plans, goals, objectives, and activities that are directly related to the school's magnet theme. These activities will be supported, facilitated, and assisted by the magnet coordinators at each magnet school.

**Objectives:** **3.1** Throughout each project year, the magnet coordinator will facilitate and support the development and implementation of the magnet themes. The success of these activities will be determined through teacher interviews, and 90% agreement with survey items that include: *(1) The magnet theme is an instructional priority of this school. (2) The school's focus on the magnet theme has improved student achievement. (3) The magnet coordinators have been an important source of support and training for the development and implementation of magnet theme lessons.*

**3.2** By the end of each project year, every student at each magnet school, will receive high quality instruction directly related to the magnet theme for at least 5, 10 and 15 hours per week respectively. Much of this instruction will be integrated with core academic subjects. Some may also be presented as separate subjects. Specifically:

Project Year	Number of Hours Per Week of Magnet Instruction	Percentage of Instructional Time
1	5	20%
2	10	40%
3	15	60%

Data related to frequency of magnet lessons will be collected through teacher surveys (sampling six weeks during the school year) and interviews, as well as lesson documentation. Quality will

be determined through classroom observations using a using protocols developed by the evaluators, principals, and magnet director. Additionally, units of study and lessons will be peer-reviewed. All lessons must pass the peer review or be modified until they meet established peer-review standards.

**3.3** By the end of each project year, each magnet school will submit to the district a magnet curriculum document that includes the peer reviewed and approved lessons created as a result of this program. These documents will be published by the beginning of the next school year.

*Program 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.*

Magnet schools will be expected to make NCLB Adequate Yearly Progress (AYP). All students in grades 3-8 take the North Carolina End-of-Grade (EOG) assessments in Reading and Mathematics in the spring of each year, while all grade 10 students take End-of-Course (EOC) assessments in Reading and Mathematics. Students in grade 8 may also take the End-of-Course (EOC) assessment in Algebra. Students in grade 8 take the NC Computer Skills Test. Students in grades 4, 7 and 10 take the North Carolina Writing Test. North Carolina will use the EOG and EOC Reading and Mathematics tests for determining the AYP status of elementary, middle, and high schools.

Using the federal formula for setting AYP, North Carolina has established the following AYP standards for 2006 - 2007 testing in elementary/middle/high schools: **(1)** Proficient in Mathematics—65.8 grades 3-8 / 70.8% grade 10; **(2)** Proficient in Reading —76.7 grades 3-8 / 35.4% grade 10 **(3)** Participation in Testing—95%. In addition, schools must show progress on an Other Academic Indicator in order to make AYP. The Other Academic Indicator is attendance

for elementary and middle schools and graduation rate in high schools. Progress is considered to be at least a .1 percentage point increase up to the 90 percent threshold. Any fluctuations above 90 percent for the attendance rates will meet the requirement for progress. For schools that have both elementary / middle grades and high school grades, the Other Academic Indicator is the graduation rate if the school graduates seniors and attendance rate if the school does not. The AYP standards in reading and mathematics will increase in 2007-2008 and every three years thereafter to reach 100% of students scoring at or above proficient by 2014.

**Objective 4.1: By the end of each project year,** each magnet school will show improvement in reading and mathematics as measured by the EOG tests for elementary and middle school students and EOC test for high school. For each school, the proportion of students scoring at or above the Proficient Level will increase by at least 10% for the total population and for each of the NCLB defined subgroups. As a result, the percentage of schools attaining AYP each year will increase. **By Project Year 3,** all magnet schools will have attained AYP for their total population and for each NCLB defined subgroup. This objective addresses Performance Measure (b): 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. The table below will be completed for each magnet school, each year.

School Name	% Students Scoring At or Above Proficient Level							
	Current Year		2007-2008		2008-2009		2009-2010	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
<b>State AYP Benchmarks:</b>								
<b>gr. 3-8:</b>	76.7%	65.8%	84.4%	77.2%	84.4%	77.2%	84.4%	77.2%
<b>gr. 10:</b>	35.4%	70.8%	56.9%	80.5%	56.9%	80.5%	56.9%	80.5%
<b>State AYP Benchmarks:</b>								
<b>gr. 3-8:</b>	76.7%	65.8%	84.4%	77.2%	84.4%	77.2%	84.4%	77.2%
<b>gr. 10:</b>	35.4%	70.8%	56.9%	80.5%	56.9%	80.5%	56.9%	80.5%
<b>School Achievement</b>								
All Students								
<b>Racial/Ethnic Group</b>								
American Indian								
Asian/Asian American								
Black/African American								
Hispanic/Latino								
White/Caucasian								
<b>Disability Status</b>								
Disabled								
Non-Disabled								
<b>English Proficiency Status</b>								
Limited English Proficient								
English Proficient								
<b>Economic Status</b>								
Disadvantaged								
Non-Disadvantaged								

4.2 By the end of the project period, as a result of the implementation of theme curricula, 75% of students at each magnet school will develop mastery of that curriculum, as determined by methods such as alternative performance measures including portfolios, teacher checklists, etc.

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

5.1 By the end of each project year, magnet school teachers will have received, on average, 40 hours of training directly related to the magnet theme. No teacher will receive less than 20 hours of training per year.

5.2 By the end of each project year, 90% of magnet school teachers will agree with survey items related to professional development including: (1) I use what I learned through professional development in my classroom. (2) The professional development which I received enabled me to better prepare my students for state/standardized tests. (3) Professional development and support helped me better address students' most pressing learning needs.

**Also, please see objectives 3.2 and 3.3 which are related to the development, use and documentation of high quality lessons related to the magnet themes.**

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.

Please see objectives 1.5, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 which are related to providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing of magnet curricula and the production of magnet curricula guides.

- 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;

Objectives Related to Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools.

The new magnet schools will provide increased opportunities for choice in Guilford County including unique concepts/themes not available at any other schools in the district (e.g., Mandarin Chinese language, International Baccalaureate Middle Years Programme, providing a technology rich curriculum with 1-to-1 student to laptop ratio, and Aviation technology). The proposed magnet programs will also provide the opportunity for continuity of the International Baccalaureate theme from elementary school through high school as a means to increase student achievement, increase choice and meet student needs. The expansion of the Montessori program will help attract non-minority students to a 100% minority school. The current schools offering the Montessori options are not adequately meeting the demand across the district. The focus on science and technology and aviation will provide enticing options for students encouraging a more diverse student body at racially isolated schools.

All students enrolled in the magnet school programs will have equitable access to the high quality educational opportunities that will enable students to succeed academically and continue with postsecondary education or productive employment. None of the magnet schools will employ academic criteria for determining who may apply for the school, or once admitted to the school, and who may enroll in which courses. No auditions or entrance exams will be employed for determining admission to the schools. At the middle schools, all students enrolled

will be offered the opportunity to pursue a rigorous academic curriculum that will prepare them to pursue Honors, Advanced Placement, and International Baccalaureate courses in high school.

To assist students in pursuing the rigorous academic instruction offered, students who require additional instructional support will be provided with tutoring opportunities both during and after the school day. Highly qualified exceptional children's (i.e., special education) teachers will be on staff at each school to assist with the implementation of Individual Education Plans (IEP) for qualifying exceptional children. Highly qualified English as a Second Language teachers will be available at each school for students who are identified as English language learners.

GCS will aggressively market and recruit students to the new magnet schools. Individual schools will also conduct marketing and recruitment activities to supplement the efforts of the district. All marketing activities will include strategies to address the recruitment of targeted students to the magnet schools.

GCS will effectively utilize its personnel and resources to meet this objective by actively monitoring the voluntary desegregation plan and aggressively recruiting students to magnet schools. GCS will effectively use its resources and personnel by individual meetings between the Magnet director and each magnet school principal to discuss the magnet and high school option programs and to develop a schedule of recruiting methods, to discuss the best use of funds to recruit and how to present the magnet school to others, and to monitor progress toward the reduction of minority group isolation. School principals are actively involved in marketing and targeted recruiting with assistance from the Magnet Office. The Magnet Office helps principals in assisting parents and guardians in choosing the right magnet school.

The Magnet Office assesses the reduction of racial isolation in magnets and feeder schools through the use of the monthly enrollment data. This data is used by the Magnet Director and the Student Assignment Director to aggressively implement targeted recruiting plans, for example placement of billboards in certain areas of town, targeting mailings, and interviewing or placing advertisements on radio stations, the cable channels, and other media.

The Diversity Office will work with the Magnet Office and Magnet Coordinators to successfully implement the proposed project and attain the purposes and objectives. GCS will reach out to organizations outside the district to assist with making the program attractive to students and their parents and guardians.

At each school, the social workers and counselors will be a part of the recruitment team that works with parents/guardians and community members to educate potential students about the magnet programs. The schools will involve parents, guardians, community members and businesses by recruiting them to become a part of the Magnet Advisory Groups at the schools. These Magnet Advisory Groups will help support the school and make recommendations about how to position the school to take advantage of all the resources in the community. They will also work to communicate with the community about the benefits of the magnet programs through public forums and open houses.

Diversity Teams will also support the schools in their mission to become more diversified. Diversity Teams will be formed at each school and will work to make sure the schools have equitable representation of students in classes and extra-curricular activities. These Diversity Teams will work closely with the Diversity Office in organizing activities including training and programming for the students, teachers,

parents and guardians at the schools. The Diversity Office will also work closely with the schools and the Magnet Director to help support a plan to recruit diverse students to each of the magnet program.

Objectives Related to Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards:

The magnet school programs assist Guilford County Schools in achieving systemic reforms that will provide all students with the opportunity to meet the challenging academic standards established by the state of North Carolina. These systemic reforms include development of magnet themes and programs that will be integrated with the North Carolina Standard Course of Study. The systemic reforms also include a highly qualified teacher in every classroom who will receive with additional training in the school's magnet theme and in strategies for working with diverse groups of students.

Each schools' Magnet Coordinator and School-Based Leadership Teams will develop an integrated curriculum plan with special themes and programs which have been selected in consultation with the community. The magnet programs will employ quality academic curriculum and instruction to assist students in achieving proficiency on the EOG and EOC tests, including writing instruction to assist students in demonstrating proficiency on the North Carolina writing assessment. The School-Based Leadership Teams will incorporate the magnet plan into the School Improvement Plans and organize professional development to enhance the overall effectiveness of classroom instruction.

The schools will use systemic reforms in order to overcome educational inequalities. Without the use of tracking, they will meet the needs of *all* students, including those identified as gifted and talents and those with disabilities. They will utilize the services of curriculum specialists from the Office of Curriculum and Instruction. These curriculum specialists work with teacher leaders and teachers to provide assistance in ensuring the classroom practices and curriculum are aligned with the North Carolina Standard Course of Study. They will organize curriculum support sessions for teachers in the magnet schools. They will also review the thematic units to ensure they align with the NCSCS.

The GCS magnet schools will attend professional development offered by the Office of Professional Development to integrate effective teaching strategies in their classrooms. The staff at the Office of Professional development includes individual trainers who provide support to teachers throughout the district.

At the school level, curriculum facilitators are on site to ensure teachers are using their training in the classroom. Each school has one or more curriculum facilitators who may specialize in reading or math and work full-time at the school to assist teachers with their instruction. At the magnet schools, the curriculum facilitators help to integrate the theme and special topics into the NCSCS.

Student support services will be augmented by using additional instructional days and hours. This will be accomplished through enlisting assistance from the community in the form of tutoring services and community projects to enhance the curriculum. All staff members and community representatives will be involved in developing strategies to help students reach academic achievement through the use of rigorous curricula and engaging themes.

Objectives Related to 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 education programs.

The plan provides for effective use of resources and personnel to achieve the objective of developing innovative educational methods that promote diversity and increase choices. Each of the proposed magnets has included in its plan and budget requests educational equipment, supplies, cost for staff training, and special projects that will help to achieve this objective. Consultants, coordinators and magnet staff along with the specialized equipment, technology, unique and innovative materials and supplies, will enable the schools to motivate students, and provide opportunities for teachers to be trained in new teaching and learning techniques. These resources will enhance teaching and learning, and, as a result, student, parent, and guardian interests will increase along with student achievement and personal satisfaction.

Each magnet program will employ highly qualified teachers and personnel. All staff will be trained in the theme or specialized philosophy of the magnet program. The School-Based Leadership Teams and magnet coordinator at each school will create a plan to implement the magnet program and the instructional strategies necessary to support the magnet program and the individual School Improvement Plan. All teachers will receive diversity and multi-cultural training to assist them in working with diverse groups of students. Teachers will also receive additional training on the requirements of the No Child Left Behind Act and on the use of data to determine the areas of focused instruction necessary for any students or subgroups of students.

GCS' capacity to continue the programs after Federal funding has ended will be increased by the staff training that will occur during the project. Each school will have a large

pool of teachers who are effective at delivering a unique course of study specifically tailored to each child.

The objectives and purposes of the magnet programs outlined within this proposal have all been thoughtfully considered by the School-Based Leadership Teams at each school. Throughout the pre-grant period, various individuals will be responsible for preparing the schools to be redesigned into new magnet programs for the upcoming school year. All objectives are written to be accomplished within the three-year project period.

The Office Accountability and Research will work to generate reports that will assist the Magnet Director, Magnet Coordinators, and Evaluator in analyzing the progress towards implementation of the magnet themes. All of the data collection processes are in place and data will be obtainable in time to inform leadership if revision is needed to help achieve the objectives and outcomes. Data regarding the success of integrating innovative instructional practices in the classroom will be collected through survey and observation data. The analysis will include a review of student test data, lesson plans, as well as classroom observation. The evaluation will also focus on survey results which will focus on student, family and teacher perception of the educational environment and quality of instruction.

Additionally, GCS will partner with the Education Alliance at Brown University to provide rigorous evaluation. This process requires evaluators to apply rigorous statistical methodologies to analyze data, enabling greater in-depth understanding of program impact. Rigorous evaluation is a respected method that provides statistically meaningful quantitative results that can help a district make data-driven decisions about the course of a given program and its future. The results will demonstrate how the MSAP schools contribute to overall district and educational health. Education Alliance evaluators will work with identified district

personnel—including the Executive Accountability and Research Officer – to obtain *existing* data, specifically assessment scores and demographic information on MSAP schools and identified district schools that will be also assessed for comparative purposes. Evaluators will analyze these data each year over the life of the grant using statistical methodologies that include Interrupted Time Series Analysis or Growth Modeling. These analyses will provide insight into the MSAP schools’ effects on student achievement, information that may be used by the district to help understand the real impact of the MSAP on its student population and schools, and thereby make informed decisions about the future of magnet and choice schools in Guilford County.

*Objectives Related to Program 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.*

The plan will effectively use resources and personnel to achieve the objective of substantially strengthening students’ knowledge and skills. The curricula offers new approaches to teaching and learning in GCS and are nationally recognized as effective programs. GCS will effectively use its resources and personnel by employing a variety of instructional strategies to improve achievement for all students, develop vocational and career skills, lower the achievement gap, and improve the level of academic proficiency for all students. Through providing quality academic programs, GCS will increase the students’ achievement.

The newly restructured elementary and middle schools will provide opportunities for students to explore future careers. Students will conduct integrated projects that incorporate

theme and areas of study at their specific schools. The student projects and portfolios will teach students necessary skills for post-secondary studies and professional employment for the future.

Technology services will support the curriculum and to provide enhanced learning experiences for all students. They will provide workshops for teachers that promote activities that assist students in the mastery of the computer competency skills as well as programs that improve student achievement through the use of technology.

The School-Based Leadership Teams at schools along with the Magnet Coordinator will develop exciting, attractive, and inspiring curricula and instructional strategies based on other programs which have proven to be successful. Well-managed, equitably accessible, and parent/community friendly programs will be established in each of the schools in order to provide effective communication, involvement for all, and safe and orderly schools.

Teachers and the Magnet Coordinator will closely monitor student performance on frequent assessments to ensure students will be able to meet the achievement standards of the school, district, and state. Teachers will be trained to use methods and strategies in their class that differentiate among the learning styles of students and challenge them to achieve at the highest levels.

*Objectives Related to Purpose 5: Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.*

The plan effectively uses resources and personnel to improve the capacity of GCS to continue magnet programs after federal funding has ended. GCS is committed to creating, implementing, and sustaining magnet schools as part of its efforts to meet the MSAP objectives stated earlier in the project. The reduction of minority group isolation has long been a goal of

the district. GCS has a long history and vast amount of experience with using magnet schools in this capacity.

With the MSAP funds, GCS will build six programs that have at their foundation the equipment, materials, labs, technology, and teacher training that were acquired during the first three years of this grant. With the foundation firmly in place, GCS will continue to support each school with state, federal and local funds, in addition to the necessary personnel and supplies needed to continue the success of each school. The history of magnets in GCS is to create programs for students, monitor their effectiveness, and provide supports as needed.

GCS will train teachers at each of the six campuses to lead classrooms in new and innovative ways. This professional development will be ongoing and will be a part of GCS' already devised professional development plans. Teachers at the six schools will develop curriculum documents that will be available for the continuation of the school themes long after the grant is completed.

*Objectives Related to 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.*

The plan effectively uses personnel and resources to achieve the objective of providing equitable access to high quality educational programs. All of the six new programs will maintain high quality programs supported by data and research to achieve academic proficiency for all students and to meet state and federal standards. There will be no academic criteria employed for selecting students for any of the new programs. Any interested students are invited to apply and take part in the program, and selection will be made through a computerized random lottery. Students will have the opportunity to participate in varying academic levels of courses that are

each academically rigorous. At Andrews Aviation Academy, it will be recommended that students complete Algebra I prior to entering grade 9 but since 2003, GCS has required all students in grade 8 to take Algebra I. Teachers will work with the small percentage of students throughout the district who do not meet this recommendation.

At each school site, the Magnet Coordinator will work to ensure students are exposed to both academic and vocational skills. They will help teachers develop student skills necessary for successful work habits. The schools will use community partnerships with education and business organizations to help students engage in projects that will expose them to careers and the workforce. Students will visit business, industry and government work places to help them become aware of the responsibilities, communication and skill level that will be expected of them in the workforce.

- 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;

GCS has designed its magnet programs to provide for equal access and treatment for all eligible participants. To ensure equal access for all participants, selection will be by computerized random lottery, always awarding students their first choice of schools when space is available. GCS will not employ academic criteria in admitting students to the magnet programs.

GCS will provide instructional support to students who require such support to succeed in a highly rigorous academic program, including opportunities for tutoring during and after the school day. Students with individual education plans will be accommodated through the use of inclusion programs and co-teaching. Support will also be provided to special education students and to English language learners to allow these students to participate in the magnet programs.

All communications between the schools and parents will be translated as needed in varying languages and translators will be provided as needed for individual parent/guardian meetings, school community meetings, and the like.

GCS will engage in aggressive recruiting to ensure that students throughout the District are aware of the magnet programs. GCS will engage in targeted recruiting for those populations that traditionally have been underrepresented in the magnet theme. The Student Assignment Office will track the students who apply for, are admitted to, and enroll in each program each year by race and by gender to ensure that each program maintains a diverse student enrollment.

The schools in the grant will work towards heterogeneous grouping when organizing classes. Students in the classes will be tested on their knowledge of the standard course of study in reading and math at least every nine weeks using benchmark tests. Teachers use these tests to isolate areas of the curriculum in which extra or differentiated instruction is needed for each student. All students will be held to the same standards and teachers will use flexible grouping to help deliver the curriculum.

- v. The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

GCS will build on the extensive experience it has with its magnet program to effectively recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools. GCS will engage in the following recruiting activities:

- Provide magnet and high school options fairs for interested parents and guardians that are widely publicized through a variety of media, including letters to every GCS student, flyers sent to churches and community groups, and advertising in various media including radio, television, magazines, newspapers, billboards, websites
- Provide presentations to PTAs and PTSAs

- Broadcast on the GCS cable television channel videos produced by GCS on the available magnet programs
- Develop professional display boards for each magnet school to bring to presentations and community meetings
- Publish and disseminate individual school brochures
- Publish and disseminate a fact sheet on magnet schools and a booklet describing all GCS magnet schools and programs
- Participate in community celebrations
- Conduct meetings with GCS school counselors and principals at all schools to assist them in communicating with parents and guardians about magnet options and in choosing the right school

In addition, recruiting efforts will be conducted in consultation with the principal and magnet school coordinator at each school. Each year, the Magnet School Director will meet with each magnet school principal and magnet school coordinator to develop a schedule of recruiting efforts for the school, to discuss the most effective methods for recruiting students and for presenting the school, and to arrange school tours. Through these meetings, the principal of each magnet school, with assistance of the Magnet Director will develop recruiting strategies and goals each year and the results of the efforts will be documented. The Magnet Director, with the Student Assignment Director, will closely monitor the applications for each school to engage in targeted recruiting to ensure the reduction of racial isolation at each school, and will aggressively implement recruitment plans that aid in that objective. For example, by placing billboards and flyers in certain geographic areas, using targeted mailings, and advertisements. The Student

Assignment Office will review enrollment each month, including the racial composition of the attendance area (where applicable) and magnet populations at each school.

**(B) QUALITY OF PERSONNEL (10 points)**

**1. The qualifications of the personnel the applicant plans to use on the project.**

The Guilford County Schools will use highly qualified personnel to implement the Magnet Schools Assistance Program grant. The districtwide personnel and school site personnel will all contribute the successful completion of the program purposes. The key personnel have gained valuable experiences working together on the District’s other magnet programs, and their wide-ranging experiences with magnet schools, desegregation, and curriculum development make them ideal leaders for implementing the new magnet project. Moreover, every member of the team is committed to working together to ensure the project’s success. The resumes of all the personnel listed in the following section are included as an attachment to the grant.

The following new positions will be supported through MSAP funding:

Personnel	Number	School	Percent of Time in Project
Magnet Coordinator	6	(one for each school)	100%
Foreign Language Teacher	2	Hairston Middle	100%
Evaluation Contractor	Team	All Sites	Contract

**2. The extent to which the district demonstrates:**

- i. The project director is qualified to manage the project

The *Director of Magnet and Choice Schools, Tony Lamair Burks II*, is highly qualified to manage the magnet school project. The Board of Education and the Superintendent understand the critical role that the Director of Magnet Schools will play in the implementation of this project, and they have selected a person with the abilities to meet all of the qualifications necessary to assure success of the project. Mr. Burks will conduct these activities at no cost to the project. Mr. Burks has extensive experience with curriculum development in public and independent schools, as a teacher, principal, and director. He received his B.A. in philosophy from Morehouse College, his M.A. in Educational Leadership from Trevecca Nazarene University, and is currently an Educational Leadership doctoral student at University of North Carolina at Greensboro. Mr. Burks was hired as Director of Magnet Schools in December 2006. As Magnet Director, Mr. Burks oversees operations of the district's 24 magnet schools and 18 high school option programs. Prior to working as Director of Magnet Schools, he served as the founding principal of The Early College at Guilford, North Carolina's first early college high school. Mr. Burks shared the Early College concept across the United States and the world including presentations in Thailand and Hawaii. A Fulbrighter (Fulbright Administrator Exchange with Thailand and Fulbright Educator Exchange with Jordan), he has served as a consultant for the Gates Challenge Grant for Leadership Development in Tennessee and was a founding member of the Board of Advisors for the North Carolina New Schools Project.

As Director of Magnet Schools, Mr. Burks oversees the entire operation and is ultimately responsible for coordinating all aspects of the magnet program. This position is essential to the success of the project in Guilford County. The position includes the following responsibilities:

- Knowledge of magnet schools and their role in desegregation efforts.
- Knowledge of curriculum and instruction.
- Experience in the effective management of a federally funded project.
- Demonstrated ability to manage a federal budget.
- Experience in the planning and implementation of professional development opportunities for teachers.
- Ability to assist in the evaluation of a federally funded project.
- Ability to work with students, professionals, and community members in a multi-cultural setting.
- Willingness to involve school-level employees in a process of site-based decision making.

Performance responsibilities include:

- Provide leadership in the development of magnet school programs.
- Plan and coordinate the implementation and operation of the new magnet programs.
- Supervise project staff and magnet school program activities.
- Plan and coordinate staff training.
- Assume responsibility for the fiscal management of the Magnet School Assistance Program.
- Oversee planning and implementation of marketing, recruitment and parent/community activities.
- Coordinate the recruitment and assignment of students to the magnet programs.
- Interpret the goals and coordinates the evaluation of the Magnet School Assistance Program.

Mr. Burks many experiences will help him to successfully fulfill his responsibilities as Director of Magnet Schools and implementation of the new magnet programs.

ii. Other key personnel are qualified to manage the project

### **Superintendent**

As a pioneer in magnet programs, *Dr. Terry B. Grier, the superintendent of Guilford County Schools*, is particularly qualified to lead the magnet school project. Dr. Grier has championed parental and student choice by expanding the district's magnet school programs as well as high school options. To attract the interest of high school students who do not excel with the traditional high school curriculum, Dr. Grier pioneered the state's first middle college high school program, which includes eight different middle colleges located on separate college campuses and implemented one of the country's first early college high schools: The Early College at Guilford.

Dr. Grier has a history of working with school districts involved in desegregation efforts. He was the prime witness for the U.S. Department of Justice in its case against the Darlington County School District in Darlington, South Carolina, where he served as superintendent. During his tenure as superintendent in Akron City School District in Ohio, he modified a 1976 voluntary desegregation plan and established the first magnet schools in the district's history.

Dr. Grier is also recognized as a leader in the area of educational reform. In 2004, Dr. Grier was honored by the Horace Mann League with its *Friend of Horace Mann* award. The award is given to those who support and uphold the ideals that public schools should be free, classless, non sectarian and open to all of the children of all of the people. The Superintendent received the North Carolina Association for Supervision and Curriculum Development's

*Distinguished Educator Award* in 2003 for his strong leadership and contributions to education. He has published articles in educational journals and conducted workshops or made presentations at state and national educational conferences. Several of Dr. Grier's accomplishments have been featured on NBC's "Today Show" or highlighted in the American Association of School Administrators' Leadership News. Dr. Grier has served as a teacher, principal, assistant superintendent, superintendent and college adjunct professor. Dr. Grier also serves as consultant to a number of school districts across the country in the areas of employee evaluation, communication skills, and school improvement.

Dr. Grier received a Bachelor's, Master's and Educational Specialist Degree from East Carolina University and a Doctor of Education Degree from Vanderbilt University. He has also studied at the University of North Carolina at Chapel Hill and Duke University.

*The Chief of Staff, Dr. Eric J. Becoats*, is responsible for the day to day operations of the school district and works very closely with the Superintendent. His expertise is in strategy through implementation, managing change and bringing vision to fruition. Since he began his career he has been a catalyst for positive change in education and has brought the visions of public school systems to reality.

Dr. Becoats holds a doctorate in educational leadership from the University of North Carolina at Charlotte, a master's degree in financial planning from Johns Hopkins University and a bachelor's degree in accounting from Lincoln University. Prior to joining the Guilford County Schools in 2005, Dr. Becoats spent 13 years in the field of education. While with the Charlotte-Mecklenburg Schools, Dr. Becoats was nationally recognized for developing and implementing one of the most successful and dynamic student assignment plans in an urban school district. Under Dr. Becoats direction, CMS' choice participation ranked among the highest in the nation.

He is one of the first school planning leaders to use extensive technology to facilitate the student assignment process. During his years with Baltimore City Schools, he directed the first student assignment boundary changes to take place in 12 years. His experience in these areas will assist him in his roll with the magnet programs proposed.

*The Diversity Officer, Monica Walker*, has fifteen years of experience as a core trainer in the Undoing Racism Workshop series. In this role, she traveled the country providing training for organizations to seek better understanding of racism, its culture and history, and its disempowering impact on people of color in the U.S. Ms. Walker joined GCS last year to supervise the newly created Diversity Office. The Diversity Office will play an important role in the implementation of the six new programs. They will assist in many of the operations of the MSAP project at no cost to the grant. The office responsibilities include:

- Develops, coordinates and facilitates cultural and diversity training for all Guilford County School staff, faculty and personnel
- Represents issues of diversity to board members, superintendent, and administrators
- Researches and identifies external resources, materials and information to supplement diversity training and follow-up
- Acts as a liaison to families, community partners and students to help address diversity concerns and issues
- Develops and coordinate diversity initiatives and events throughout the school system
- Designs and implement cultural audits, survey and other benchmark tools for measuring cultural change in the institution
- Assist schools and administration in reaching families of diverse background
- Provides for mediation and facilitation on issues of diversity

- Provides analysis and evaluation of district projects to ensure compliance with core “diversity” values
- Sponsors mini workshops, such as “Diversity Brown Bag Lunch Discussions” for members of board, staff, and community
- Will sponsor the development of a Cultural Resource Room to provide staff, students and personnel with resources of materials, books, films, and learning seminars to support growth.

*Dr. Mack McCary, Chief Academic Officer*, is also qualified to help manage the magnet school project. In his role as Chief Academic Officer, he is responsible for the oversight of curriculum and instruction programs for the district. He works with district and school leaders to improve student achievement for all student subgroups, ensuring schools have the capacity to analyze and prioritize opportunities for improving student achievement, district invests resources strategically to improve achievement and build capacity to sustain continuous improvement. He supervises the areas of instructional improvement, advanced learners (including Advanced Placement and International Baccalaureate), English as a second language, media services, and early childhood programs.

Dr. McCary has extensive experience as a school and curriculum leader. He has served for over ten years as a Superintendent and assistant superintendent for several school districts in North Carolina. He is a published author, national presenter and consultant in school reform and assessment. These experiences will allow Dr. McCary to play an important role in the oversight of the magnet program’s curricula.

*Dr. Beth Folger, Executive Director for Curriculum and Instruction* for secondary schools, and *Lee Ann Segalla, Executive Director for Curriculum and Instruction* for

elementary schools, serve as the central office oversight for schools as they revise their curricula and develop innovative instructional strategies. Together they direct several systemic reform initiatives. Under their guidance, appropriate curriculum specialists will be involved in professional development and implementation of the schools' curricula. Ms. Segalla spent nearly 10 years working in Wake County Public Schools (North Carolina) as an Executive Director promoting and supporting elementary schools before joining GCS this fall. She has extensive experience in introducing standards-based reforms and literacy support programs. Dr. Folger's background includes experiences as associate superintendent, principal, manager of professional development, and middle and elementary school teacher. She has extensive knowledge of research-based reform efforts and instructional practices and served in the past as an Instructional Improvement Officer in GCS. Dr. Folger's five years in Perry County, Ohio, included leading professional development activities and including professional inquiry around instructional strategies and results as Assistant Superintendent. Ms. Segala and Dr. Folger and their staff will work closely to help the magnet schools develop and align their curricula with the NCSCS at no additional cost to the grant.

A team of five *Instructional Improvement Officers* (IIOs) are responsible for elementary and middle schools. They are in regular contact with the principals and work to provide support at the school level. The IIOs who support these schools are: **Bill Hurt** (Northwood Elementary School); **Sandra Culmer** (Washington Elementary School); **Jocelyn Becoats** (Ferndale Middle School and Hairston Middle School); **Louis Ferebee** (Welborn Middle School); and **Debra Barham** (Andrews High School). All the IIOs have extensive experience as educators and principals and work closely with schools on all academic, management and student issues. They help direct the operation of the school including setting program direction in collaboration with

the principal and staff; assisting with decision making and problem solving; planning and developing district and school-based programs and initiatives at the local school level; providing input into school improvement plans; monitoring student achievement and program implementation results. In addition, responsibilities include supervising and evaluating principals' performance and ensuring adherence to established policies and procedures. All of these duties will be performed for the six MSAP grant schools at no additional cost to the grant.

*Dr. Terrence Young, Chief Information and Student Services Officer*, is responsible for the supervision of administrative staff in the areas of school support, special schools, After School Care and Enrichment Programs (ACES), Title I programs, counselors, social workers, psychological services, athletics and driver education, exceptional children, and workforce development. Dr. Young's areas of responsibility related to the magnet program include the supervision of the Executive Director Federal Programs, who directly supervises the Director of Magnet Schools. He will also assist with determining technology needs and installation of equipment at the school sites at no additional cost to the grant. Dr. Young has seven years of experience in GCS working to encompass the scope of Pre-k - 12 curricula along with technology including technology infrastructure. Prior to his GCS experience, Dr. Young served as a principal for six years.

*Dr. Don Hare, Executive Director of Federal and Special Programs*, is responsible for the supervision of Title I, II and V programs. His responsibility related to the magnet program will focus on the supervision of the Director of Magnet Schools. Prior to coming to GCS, Dr. Hare served as Superintendent of several school districts in Ohio as well as North Carolina and dealt with Title I as well as desegregation plans during his tenure.

*Dr. Gongshu Zhang, Executive Accountability and Research Officer,* will be responsible for assuring that relevant data required for MSAP reporting and evaluation is provided by the Assessment and Evaluation department. Dr. Zhang worked for nearly 10 years at the North Carolina Department of Public Instruction as an Evaluation Researcher, Director and Education Program Director for Curriculum and School Reform. In these positions he gained a great understanding of the North Carolina testing administration and measurement. His prior experience at the university level included teaching courses in evaluation and education research. Dr. Zhang has presented extensively on the topic of education research and is well qualified to lead the evaluation and research necessary at the district level and the data analysis required as part of the MSAP grant at no additional cost to the grant.

*Dr. Peggy Thompson, Chief Human Resources Officer,* will ensure that the personnel marketing, recruitment, selection, induction, and support of personnel are in place. Her office will work to accommodate the magnet positions that may require additional or different staffing configurations. The Human Resource Office will work to assist in the on-going staffing of all magnet schools. The office will ensure that all schools are staffed with a competent, caring, and highly qualified teachers and administrators. Since 2002, Dr. Thompson has worked in the district as a principal, an Instructional Improvement Officer and Director of Curriculum and Instruction. Prior to coming to GCS, Dr. Thompson worked at the North Carolina Department of Public Instruction as Director of Human Resource Management. Her expertise in these areas enhance her ability to understand the complex staffing issues in a large district as well as in unique magnet schools with special personnel requirements. Dr. Thompson will work with these schools at no additional cost to the grant.

*The Director of Technology, Donna Yow*, works closely with principals and staff on planning and coordinating use of educational technology. She will work with magnet coordinators to help coordinate the school technology plan to accommodate the new curriculum and instruction. She provides leadership in the integration of technology across all areas of instruction, designs professional development for teachers, administrators and central office staff. Technology is used to support the curriculum and to provide enhanced learning experiences for all students. Guilford County provides opportunities that assist students in the mastery of the computer competency skills and that improve student achievement through the use of technology. Ms. Yow has worked as the Director of Technology for GCS since 1993 and is familiar with district needs and priorities as well as the needs of each school. She has been awarded several grants and has experience in training teachers how to integrate technology into the classroom. She will work with the MSAP grant schools to integrate technology and train teachers at no additional cost to the grant.

*Sylvia Anderson, Director of Workforce Development*, has over 30 years of experience with career and technical education programs. Since 1994, she has been with GCS as the Director of Workforce Development. She has extensive experience in working with industry and government sources to collaborate and develop innovative programs to serve students career interests. She served on project teams that collaborated to introduce the first Red Hat Academy in the nation and developed career academy high schools focusing on culinary arts and medical fields. Ms. Anderson will assist the Director of Magnet Schools, principals, and other staff with the development and implementation of business, science, and technology curricula at no additional cost to the grant.

*Doyle Craven, Director of Student Assignment*, is especially qualified to manage the magnet program's application, recruitment, and selection processes. He has been involved with these aspects of the magnet process since 1997. Mr. Craven has also planned and coordinated enrollment logistics of the annual magnet school fairs that take place prior to the application period. He has also worked closely with the staff responsible for developing promotional materials and other communications designed to encourage interest and increase registration.

His responsibility for the application process includes setting annual dates of the application period, designing the annual magnet application, ensuring widespread distribution and availability of the applications, receiving and reviewing all applications, verifying the information submitted, and recording receipt of the applications. Mr. Craven is also responsible for the random selection process and for notifying parents and guardians of the results. He will serve the additional six MSAP grant schools as no additional cost to the grant.

*The Director of Professional Development, Stephanie Davis*, is responsible for planning and implementing centralized coordination of GCS' professional development. She will work with the Magnet Director to ensure the quality of professional development meets the project purposes and allows staff to gain needed skills to implement the innovative strategies described in the thematic program descriptions. Ms. Davis has nearly 10 years of experience in providing instructional strategies to teachers. She served in the district as a curriculum facilitator and prior to that trained teachers in literacy methods. She and her staff will provide training for staff at the MSAP school at no additional cost to the grant.

*Sonya Conway, Executive Director of District Relations*, is also qualified to help promote the magnet program and inform parents of the available choices at no additional cost to the grant. In Guilford County, Ms. Conway already has extensive experience overseeing the

marketing and recruitment efforts for the magnet schools. For example, Ms. Conway coordinates a 24-hour cable access show to promote magnet schools, commercials for magnets that air on major networks, direct mail marketing, billboard advertisements for magnet fairs, and promotional brochures about each magnet school.

Ms. Conway will be responsible for developing publicity, including news releases and announcements, regarding the magnet fairs and magnet school registration dates. She will also work with the creation of magnet school brochures and brainstorm creative ways to stimulate interest and increase applications. Staff at the GCS District Relations Office will work with the Magnet Office to develop school/program materials (brochures, fact sheets, etc.), as well as marketing materials/communication (posters, flyers, press releases, media interviews, promotional videos, etc.) to raise awareness about the program and to encourage interest and enrollment in participating schools. Ms. Conway has fourteen years of marketing/corporate communications experience within a variety of industries. She has a strong consumer marketing and strategic branding background with expertise in special events, community relations, diversity and generation marketing, broadcast production, and product launches.

#### **Project Evaluator, American Education Solutions**

Guilford County Schools will contract with the firm of American Education Solutions (AES) for project evaluation. Since 1992, AES has evaluated thirty-seven Magnet Schools Assistance Program grants in seven states including North Carolina. AES has collaborated with the Education Alliance at Brown University (EABU) for the past nine years to provide MSAP grantees with comprehensive evaluation services. In addition, the AES/EABU team was awarded six rigorous MSAP evaluations during the current grant cycle.

The teacher, student and parent surveys that will be used in this evaluation have been

developed by American Education Solutions (AES) in cooperation with the Education Alliance at Brown University (EABU) team. These surveys were a product of a an extensive evaluation and research project involving nine MSAP funded districts in which survey data and student test scores were analyzed. A work plan for this project's evaluation is included in the evaluation section of this proposal.

AES's work with New York City, which serves over a million school children, is an example of the services AES offers its clients. After an extensive examination of its qualifications and experience, the New York City Department of Education approved AES to provide evaluation services for its school districts. AES currently evaluates New York City Smaller Learning Community Programs in 17 schools, inter-district MSAP programs involving 5 school districts, a MSAP rigorous evaluation (with Brown University), a Title IID Technology program in 21 schools, Teaching American History projects in 3 school districts and a Title IIB Math, Science Partnership Program in 34 schools.

A rigorous evaluation design, developed by EABU, has been included in this proposal. If approved, it will be implemented by a highly qualified team of statisticians and researchers at Brown University. They will be supervised by Dr. Debra Collins, Director of Research at the Education Alliance at Brown.

The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Dr. Nancy Peck, Dr. June Levy, Dr. Verdell Roberts, Ms. Joanne Smith, and Dr. Judith Stein. All have been teachers and administrators and have extensive evaluation experience. Two were assistant superintendents, three were principals, two were Equity Assistance Center Directors and two were directors of magnet schools. The site visitor for this project will be selected from this list.

#### **Magnet School Principals**

The magnet principals will provide leadership and direction to programs and staff at the assigned school site at no additional cost to the grant. They will analyze problems and make decisions; communicate effectively, both orally and in writing; and collaborate with the school community (students, parents, guardians staff, district administrative, neighboring community) to establish a total school of excellence. The principals will be asked to actively support the district's integration programs and encourage the assistance of staff and community. The principals will provide leadership in the development and implementation of magnet school concepts and the expansion of specific magnet program curricula. All of the principals will meet the highly qualified state standards and be credentialed as an administrator in North Carolina and their qualifications follow.

*Washington Elementary School's Principal is Grenita F. Lathan, Ph.D.* Dr. Lathan has had extensive experience as a leader in schools with unique enrollments and curriculum. She has been at Washington since January 2005. For over 10 years, Dr. Lathan served as a principal in Illinois at a school for students not succeeding in traditional school settings. Dr. Lathan supervised Individualized Education Plans and planned for staff education that would provide the best educational setting for her diverse students. Dr. Lathan has nearly 20 years of experience as an educator in the North Carolina and Illinois school systems. This experience will assist Dr. Lathan in implementing the Montessori magnet program at Washington Elementary School.

*Northwood Elementary School's Principal is Scott L. Winslow, M.S.A.* Mr. Winslow has over 15 years of experience as a teacher, school administrator, and central office curriculum specialist. Before being named as the principal of Northwood in January 2007, Mr. Winslow served for three years as an Assistant Principal in the Jones Spanish Immersion Elementary Magnet School in Greensboro. As a teacher, Mr. Winslow taught in heterogeneous classrooms

at the elementary level that included Students with Disabilities and English Language Learners. For over 7 years, Mr. Winslow served as a Mentor Teacher who observed, discussed and helped new teachers plan and manage their classrooms. He has participated in extensive staff development and served on various leadership positions in the schools. Mr. Winslow has received several awards throughout his career including a PTA Administrator Award and School Teacher of the Year.

*Hairston Middle School's principal is Teresa J. Daye, M.Ed., M.S.A.* Ms. Daye is currently a doctoral student in Education Leadership at the University of North Carolina at Chapel Hill. Ms. Daye has extensive experience as a school administrator, a program coordinator, a literacy trainer, and as a state education consultant who works to improve low performing schools. In over 15 years in education, Ms. Daye has excelled in developing and providing staff development, providing support to teachers, identifying areas for improvement in schools and classrooms, and applying best instructional practices through planning, coaching and providing feedback to teachers. These experiences will assist Ms. Daye as she works with staff, students and community to implement the IBMYP in Hairston Middle School.

*Ferndale Middle School's Principal is Lori Garrison, Ed.D.* Dr. Garrison began her teaching career over 20 years ago as a special education teacher in North Carolina. She has been with GCS for over 15 years and has served as an Assistant Principal and most recently a Principal at Johnson Street Global Studies K-8 Magnet School. In July 2006, she became Principal of Ferndale and began planning for transition to the IB and Chinese curriculum. She has participated in the Principal's Executive Program and as part of the North Carolina Delegation of America for the Chinese Bridge Chinese Language Partnership that traveled to

China this past summer. Her experience as a principal at the Global Studies Magnet school will assist her as she works to implement the IBMYP at Ferndale.

*Welborn Middle School's Principal is Lori Bolds, M.S.A.* Ms. Bolds has been teaching and serving in administrative roles in GCS for over ten years. She is a National Board Certified Teacher and began her service as a high school teacher. After completing her M.S.A. in 2003 she was hired as an Assistant Principal for Andrews High School. Ms. Bolds has served as the Principal of neighboring Welborn Middle School since July 2006. She has extensive experience in working with the High Schools That Works model as well as evaluating programs. Her experience at Andrews High School which has an enhanced technology curriculum will assist her in implementing the new Science and Technology program at Welborn Middle School

*Andrews High School's Principal is Monique Wallace, M.S.A.* Ms. Wallace has been the principal at Andrews since 2005 and has overseen great improvements to the school including an enhancement of the technology curriculum, implementation of a Smaller Learning Communities Grant and oversight of the Early College of Health Sciences. She has been a teacher with GCS since 1997 and gained extensive experience in curriculum development and leadership in the classroom. In 2003, Ms. Wallace became an assistant principal at Western Guilford High School where she worked with the principal and staff on developing a ninth grade academy and provided leadership in analyzing assessment data and upgrading professional knowledge to deal with gaps in learning. Ms. Wallace is currently a doctoral student in Educational Leadership at the University of North Carolina at Greensboro and is focusing on curriculum and instruction.

### **Magnet Coordinators**

MSAP grant funded magnet coordinators will also be hired to serve full-time on project activities. These individuals, who will be placed at each magnet site, will have at least five years of training/experience appropriate to the specialized magnet program for which he/she is selected. The candidates will also have experience in staff development, developing curriculum and providing mentoring and coaching for teachers. The qualifications for candidates include:

- Bachelor's degree;
- Valid North Carolina Teaching Credential appropriate to the level of instruction;
- Priority consideration will be given to candidates who have undertaken advanced training;
- Experience in working in a multi-cultural setting;
- Experience with the magnet theme at the school to which he/she is assigned.

The typical duties and responsibilities of candidates include:

- Participate in the writing of the curriculum materials that will be prepared for this project;
- Assist in class organization and in grade level/subject area planning in the magnet specialty;
- Support and facilitate the curriculum alignment process;
- Assist in the development and implementation of expanded School Improvement Plans that will include curriculum alignment and magnet theme infusion and alignment plans; in addition, each School Improvement Plan must have objectives which will be evaluated by an outside evaluator each year, that address all magnet activities described in this proposal;
- Assist in securing appropriate instructional materials;
- Assist staff by developing and modeling effective teaching strategies for staff use;

- Teach lessons that demonstrate various strategies for meeting the needs of all students in heterogeneous classes;
- Teach lessons that demonstrate how multicultural education can be integrated with all curriculum areas;
- Train classroom teachers in skills that are needed to teach newly created curricula to students in heterogeneous classes, using cooperative learning strategies, and minimizing or eliminating the use of in-class ability groups;
- Assist in recruitment of magnet students and developing materials related to magnet program recruitment;
- Assist in the creation of brochures and other written information describing the magnet programs in their schools;
- Assist in the development and implementation of a school recruitment plan that is coordinated with the district magnet school recruitment plan.
- Make personal contacts and appearances in the community on behalf of the magnet program;
- Works to improve program for multi-cultural community;
- Work in planning and implementing an evaluation of the magnet program;
- Arrange for appropriate offerings of in-service for magnet staff;
- Facilitate School Diversity Team meetings; and
- Facilitate Magnet Advisory Group meetings.

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

The qualifications of the teachers providing instruction in the magnet schools are critical to the success of this project. Teachers presently teaching in the schools that have been selected to become magnet schools may elect to remain in that school or to transfer to another school. Applications will also be accepted from any interested teachers within and outside the district. Many quality teachers have been involved in the planning and are committed to this magnet school project.

Teachers providing instruction in magnet schools will be expected to meet or exceed the highly qualified requirements of the Federal No Child Left Behind legislation in all core areas of instruction. To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach. Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only), 5) an advanced certification from the state, or 6) a graduate degree. Current teachers not meeting such requirements who wish to teach in these programs will be required to obtain highly qualified status. They may participate in an evaluation based upon North Carolina's High Objective Uniform State Standard (HOUSSE) of Measurement or present documentation of an undergraduate major or twenty-four hours of coursework in their area of instruction.

All administrators in magnet schools, including the district project manager and other key district level administrators, meet or exceed licensing requirements and hold valid, current North Carolina licenses.

- 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

The Guilford County Board of Education has adopted several policies that help protect employees and employee applicants from discrimination, bullying, and harassment. The District's Equal Employment Opportunity policy, for example, ensures that all applicants all applicants for employment and all employees are employed, assigned, supervised, promoted, compensated, and terminated in full compliance with state and federal equal opportunity statutes. It also states that no applicant for employment or current employee will experience discrimination based on race, creed, color, religion, national origin, sex, age, marital status, physical handicap, sexual orientation or disability. At the same time, the District's Discrimination-Free Environment policy prohibits school personnel and students from harassing, bullying, or discriminating based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, or disability.

To enforce these policies, the District has established effective methods for employees to resolve any grievances. The Grievances-Employees policy emphasizes that "[o]pen, effective channels of communication between all employees, administrators and the Board shall established and maintained" and that any person with a grievance will have "the opportunity for an orderly presentation and impartial review of the grievance." While the policy explains that employees should attempt to resolve potential conflicts through informal and open communication, it also sets forth detailed administrative procedures for filing formal written claims, such as methods for appealing decisions. The policy also explains that a grievant will not face any retaliation, coercion, discrimination, or reprisal in response to filing a grievance.

**3. GCS Personnel demonstrates 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.**

The administrative and teaching staff of GCS has a high level of experience in planning, establishing, and operating magnet schools and special projects. These experiences range from designing magnet curriculum with course outlines and descriptions to providing effective recruitment in order to attract magnet students. The Superintendent and the Superintendent's Cabinet are all veterans with many years of teaching and administrative experience in urban school districts with familiarity in implementing voluntary desegregation plans. The Superintendent has held various positions in different school systems where federal magnet grants were implemented. He has also served as superintendent in a district that was under a federal court order to integrate its schools. In addition, all certified staff members in GCS have extensive experience working in a desegregated school system. They have received training in cultural diversity and have applied this training in classrooms and school sites.

Administrators and teachers are competent in the areas of cooperative learning, flexible classroom grouping, differentiation, learning styles, and Paideia seminars. All of which are successful strategies in promoting positive interactions for all students in the classroom, as well as assisting in student learning. The principals, coordinators, and many of the teachers are trained and experienced in the development of curriculum and materials. They are qualified to develop materials related to the magnet themes and to the issue of desegregation. The Magnet Office and the Office of Curriculum and Instruction staff is also experienced and skilled in these areas.

Due to the number of already existing, locally funded magnet programs, much of the teaching staff has experience in a magnet school at some point during their career. Many have specialized training as a result of teaching at these schools. In addition, staff in the Office of Curriculum and Instruction and Office of Professional Development have extensive experience

in helping the over 40 magnet and choice option school successfully operate. The professional development trainers and the curriculum specialist in particular are experienced in working with staff at magnet programs with unique themes.

During the course of the next three years, GCS staff members will receive additional training in the areas of curriculum development and desegregation strategies. District staff members and outside consultants will be used to provide the necessary training.

As this section indicates, the Key Personnel in the proposed magnet schools are experienced in all aspects of curriculum development and assessments, they are skilled in planning for diverse populations within magnet schools, and they have experience with understanding and implementing desegregation strategies.

### **C. QUALITY OF PROJECT DESIGN (35 points)**

#### **District Overview**

The GCS magnet proposal has been designed to address the goals of the MSAP program; meet the needs of schools; improve choice for parents, guardians and students; and assist GCS in implementing systemic reform. By creating distinctive, innovative, and exciting magnet programs, GCS will attract racially diverse students to these programs to reduce minority group isolation. By providing an academically rigorous curriculum at each school, GCS will provide all students the opportunity to meet the challenging standards set by the North Carolina Standard Course of Study (NCSCS).

This section of the proposal describes the programs in detail. Included below is an overview of each of the MSAP criteria and how GCS is addressing them through this proposal and districtwide. Following this description are outlines of each school, their curriculum themes, and how they will meet the MSAP criteria.

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

First, GCS is working to increase public knowledge about the programs offered through the magnet program and encourage a diverse body of applicants. Through promotional materials, information sessions and magnet fairs, GCS is ensuring that all segments of the community have access to information about the magnet programs offered throughout the district.

At each of the schools in this proposal, enrollment in all core classes will reflect the racial composition of their grades. Schools will enroll students in advanced courses that reflect a representation of the pool of eligible students. If the pool does not reflect the make-up of the school's larger population, they will work to increase the enrollment and improve the success of underrepresented students in the pre-requisite courses. Students will be encouraged to participate in all academic and non-academic activities.

The recent addition of a Diversity Office is providing much needed support and resources to schools and personnel in the GCS district. Among an extensive list of short and long term objectives, the Diversity office has created an opportunity for district personnel to dialogue about diversity as part of its "Diversity Brown Bag Lunch" series. The sessions include such topics as culture, class, language, and oppression in education. The Diversity Office also schedules onsite trainings for schools.

It is a priority of the district to ensure that underrepresented students take part in higher level academic classes and all extracurricular activities. While the district has increased the number of underrepresented students in advanced classes over the last five years, those students

still struggle to achieve as well as their peers on standardized testing. This proposal seeks to establish schools that will promote interaction of students from different backgrounds in heterogeneous classes and other curricular and extracurricular activities.

GCS contracts with Win-Win Resolution to provide conflict resolution training through theater arts education for K-12 students, middle and high school-based peer mediation program, and parent/teacher conflict resolution training. Win-Win Resolutions works with students and teachers to break down institutionalized and personal behaviors grounded in discrimination and fear of differences. The interactive nature of the program affords participants the opportunity to experience, create, and practice positive conflict resolution in a non-threatening manner while coming face-to-face with deep-seated personal beliefs, which foster exclusion.

Positive Behavior Support (PBS) is a process for creating safer and more effective schools. Forty-three GCS schools have already implemented PBS or another form of responsible discipline. GCS is planning for the remaining 75 schools to implement PBS during the 2007-08 school year. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBS includes school-wide procedures and processes intended for all students and all staff in all settings. PBS is not a program or a curriculum; it is a team-based process for systemic problem solving, planning, and evaluation. The concept is strongly endorsed by the North Carolina Department of Public Instruction. During the 2006-07 school year, North Carolina school districts that effectively implemented the concept showed significant decreases in short and long-term out of school suspensions.

Many GCS school staffs have completed Undoing Racism and diversity training. Schools that have already completed PBS will be given the option of participating in Undoing Racism/Diversity training during the 2007-08 school year. In order to improve and enhance efforts toward assisting staff and teaching personnel with issues of diversity and strategies for proactive solutions, GCS provides additional resources to assist the schools.

Each school will work to help students develop better understanding of different cultures. All curricula will be presented free from cultural bias and students will work to understand the contributions made to society by all cultures.

- (ii) Improve student academic 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**

GCS has begun to address the challenge of meeting all students' needs in heterogeneous classes through training teachers and equipping them with skills necessary to meet all student needs. GCS is constantly reviewing every aspect of teaching and instruction to support students in their various learning styles. GCS staff in the Office of Curriculum and Instruction review district content standards on a regular basis to ensure alignment with state content and academic achievement standards. Based on this review, a comprehensive staff development plan has evolved. Each magnet school will align its magnet and its core curricula with state and district standards.

In particular, teachers are being trained to design literacy and math lessons for heterogeneous classes in such a way that all students are challenged and can attain levels of success. Research indicates that teachers can assist students to increase their efforts to learn and

improve their academic achievement in a variety of ways. Teachers in the magnet schools will set high standards for students and require that they complete all work. Magnet school faculties will aggressively recruit underrepresented students into higher level courses and provide students with necessary support for student success.

Teacher Expectation Student Achievement (TESA) is a training program that seeks to increase student achievement by increasing teacher expectations. This program is designed to intervene by both heightening the teachers' awareness of their perceptions and how those perceptions affect their expectations. Teachers are encouraged to give perceived low achievers more opportunities to perform in classes, to receive more feedback, and to establish personal relationships with every student. Teachers learn to minimize the negative and maximize the positive effects of expectation. TESA focuses on the use of supportive and nondiscriminatory techniques to motivate all students toward accelerated academic growth. Schools that have already completed the PBS or Responsible Discipline Program will be given the option of participating in TESA or Undoing Racism/Diversity training during the 2007-08 school year and will complete the sequence in 2008-09.

At each magnet school, a theme based magnet coordinator will work with teachers to develop curricula that will meet the needs of the heterogeneous classroom. They will receive support from curriculum specialist who work in the Office of Curriculum and Instruction. As teachers receive training, they will integrate their instruction into magnet themes that emphasize cooperative learning and heterogeneous classes. Students working together are engaged in the learning process instead of passively listening to the teacher present information or reading information off a computer screen. Pairs of students working together represent the most effective form of interaction, followed by threesomes and larger groups (Schwartz, Black,

Strange 1991). When students work in pairs one person is listening while the other partner is discussing the question under investigation. Both are developing valuable problem solving skills by formulating their ideas, discussing them, receiving immediate feedback and responding to questions and comments by their partner (Johnson, D.W. 1971).

Current didactic instructional strategies and tools have not led to effective teaching nor are they aligned with recommendations from The National Council of Teachers (NCTMM, 1989, 1991) or the National Science Education Standards (National Research Council, 1996). It is no longer appropriate for students to engage primarily in the memorization of disjointed facts and concepts as a major component of the instructional day. The students' future for success is embedded in their ability to effectively participate in an information and technology dominated society that requires people who are prepared for a lifetime of inquiry, analysis, collaborative learning, problem solving, and decision making.

Teachers district-wide are learning to use differentiation at all grade levels. Students learn best when instruction is at the appropriate level of student need. Effective, research-based teaching strategies incorporated in the learning approach can be used to increase students' mastery in all content areas and across all grade levels (Tomlinson, et.al 2003). Teachers are learning to develop their own lesson plans using a differentiated approach.

The schools will use multicultural materials, invite guest speakers and involve community members from different backgrounds to complete projects. Each project school will develop a calendar of assemblies, field trips, community projects and other student activities; teachers will participate in training to help them present curriculum in a non-biased manner; and curriculum development and acquisition of materials will be obtained to help students from different racial, ethnic, and socioeconomic groups better understand and appreciate each other.

Students will have the support necessary to perform up to the high expectations required by each instructor. Teachers will frequently assess student academic needs and provide multiple opportunities for accelerated skill building to meet those skills. In 2005-2006, GCS staff developed and administered benchmark tests for all subjects that offer a North Carolina End-of-Grade (EOG) or End-of-Course test (EOC). The benchmarks are given every quarter and align with the North Carolina Standard Course of Study objectives and GCS pacing guides. They are designed to help teachers determine which objectives have not been mastered so they can address them immediately. The GCS Executive Accountability and Research Officer, Dr. Gongshu Zhang provides GCS staff with professional development in data analysis in order to better utilize the data to improve student performance. Teachers can analyze individual student results and align instruction accordingly. Each school in this proposal will provide out-of-school time to assist students with instructional areas they are not mastering.

- (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 student's reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills;**

The magnet curriculum at each school will include courses of instruction that will substantially strengthen students' knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills. The magnet themes at each school will be integrated into the North Carolina Standard Course of Study with the goal of each school meeting AYP by the end of the three-year grant cycle.

In the 2005/2006 school year, GCS failed to make AYP and therefore had to review and identify district needs and develop an LEA Improvement Plan. In order to bring about increased student achievement for all students in the district, and particularly those subgroups that did not make AYP (i.e., Limited English Proficient, Students with Disabilities and Hispanic/Latino students), outcome data (student achievement), demographic data (subgroups), process data (professional development, scheduling), and parent/community input were analyzed. Below are the needs were identified in the areas of Curriculum and Instruction:

- A. Curriculum Alignment: Conduct planning sessions to develop curriculum pacing guides aligned to End of Grade and End of Course outcomes for the explicit purpose of targeting the learning needs of students.
  - i. Prioritize objectives vertically through multi-grade level planning meetings resulting in curriculum pacing guides.
  - ii. Prioritize objectives horizontally through grade alike and subject alike planning meetings resulting in curriculum pacing guides.
- B. Accelerated Learning: Identify and implement strategies for accelerating the learning of Students with Disabilities (SWD), Limited English Proficient (LEP) and Hispanic/Latino students through Extended Learning (e.g., daytime, afternoon, Saturdays and summer) versus providing additional remedial services.
- C. Scheduling: All SWD students will be scheduled to enable schools to more effectively provide targeted instructional services. Elementary LEP students will be served 30 minutes or greater on a daily basis. Middle and high school LEP students will be served up to 90 minutes on a daily basis.
- D. Data Analysis: Utilize the data to make informed and purposeful decisions

- i. Develop benchmark assessments that are aligned to the NCSOS
  - ii. Identify and implement strategies whereby principals and teachers regularly analyze data (e.g., data warehouse, benchmark assessments, portfolios, authentic assessments, etc.) for the purpose of adjusting instructional decisions throughout the school year
- E. Instructional Stability: Protect the instructional integrity of all students, especially SWD, LEP and Hispanic/Latino students by developing a plan to provide stability for students transitioning among schools, programs, teams and teachers.
- F. Professional Development: Increase the capacity of individual teachers, schools, and school leaders to provide targeting instruction to all students with an emphasis on SWD, LEP and Hispanic/Latino students.
  - i. Individual Teacher Capacity: Provide professional development in the areas of literacy, math, understanding and implementing Individualized Education Plans, inclusion of SWD and LEP students, the development of rubrics to assess student work, understanding the cultural differences and family attitudes towards education, classroom management, graphic organizers, differentiation, cooperative learning and instructional alignment.
  - ii. School Capacity: Provide job-embedded professional development and support to all curriculum facilitators, school-based instructional teams, and teachers through coaches, school-based teacher leaders, and Instructional Improvement Officers.
  - iii. Leadership Capacity: Provide professional development in the leadership areas of instructional planning and alignment, best practices for meeting the

needs of SWD, LEP, and Hispanic/Latino students, using outcome data to affect processes in areas such as: Flexible scheduling/grouping, Evaluation, Professional development planning and Allocation of resources

Teachers will be given adequate time to plan together in horizontal and vertical teams. They will focus on the following questions as a way to frame their instruction: *1) What do we want students to learn? 2) How will we know if they have learned it? 3) How do we respond when some students do not learn? 4) How will we respond when some students already know it?*

Elementary teachers are all participating in “Read GCS” which is a locally adapted version of Literacy First, a reading process that uses formative assessment and systematic, explicit instruction in grades pre-kindergarten through five. The components include assessment tools, staff development, intervention strategies, benchmarked curriculum and parent/guardian involvement. The major focus of the process is to refine teachers’ knowledge and skills to enable them to explicitly teach reading in a diagnostic and prescriptive manner. Guided reading, flexible grouping and cooperative grouping are utilized throughout this literacy process.

At the middle school level teachers use Secondary Reading Follow Up which focuses on helping teachers develop strategies for adapting instruction to accommodate students with varying backgrounds and readiness to learn new concepts. Teachers of core and elective subjects in middle and high schools also use Reading in the Content Area.

Algebraic Thinking is used for math instruction and gives teachers specific ways to actively engage students in problem solving using manipulatives. Research shows that students who actively solve problems in teams are more successful in school. Algebraic Thinking is aligned to the NC Standard Course of Study.

All middle schools have received training and are implementing SpringBoard, a unique program designed around the rigorous College Board Standards for high school and college success. The SpringBoard program assists teachers in supporting students' advancement in math and language arts. The program provides professional development for teachers, both in person and via the web, which helps them identify varying strategies to present new content information. SpringBoard provides math and language arts materials that are researched based and include real-world connections to a wide variety of student populations. The program uses a student-centered approach and exploratory, hands-on activities which build conceptual understanding.

This year, GCS introduced a program called "Home Field Advantage" to help students who change schools often. Transitions from one school to another – including moves/relocations throughout the academic year – have a negative impact on student achievement. According to several researchers, transitions consistently lead to significant decline in average grades, regardless of the grade at which the student changed schools (Roderick, 1994). The Home Field Advantage initiative gives children in schools with high mobility rates a chance to stay at their original school if their family moves during the academic year. GCS will provide round-trip transportation for these students.

In addition to the LEA Improvement plan, each school in the district must complete a School Improvement Plan. North Carolina legislation requires school improvement plans (SIPs) to be developed on a three-year cycle with annual updates in the interim two years. School improvement is an on-going process that requires careful review of existing goals, strategies, programs, and resources with appropriate evaluation as a continuing component of the plan for improvement.

The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants, and parents of children enrolled in the school constitute the School-Based Leadership Team (SLT) that creates the SIP.

Usually the School-Based Leadership Teams include the following:

- Teachers often representing multiple grade levels, subjects, and leadership committees
- Resource Teachers
- Parents and Guardians
- Administrative Representatives (Principal/Assistant Principals)
- Classified Staff members

Each SIP must be approved by the majority of staff at the school after a review and secret ballot vote. In addition, the school's Instructional Improvement Officer must review and accept the plan. Finally, the SIP must be reviewed and approved by the Guilford County Board of Education. The SIP is reviewed and prepared annually after a review of the school data by the SLT team. The School Improvement Plan includes goals, strategies, monitoring and budgeting for the following areas: Instructional Program, Culture for Learning, Community Involvement, and Management. The SIP also addresses the Title I school-wide components as well as Parent Involvement.

This outlines the model that the district and individual schools follow to improve the academic achievement of students in the areas of curriculum and instruction. The magnet schools in this proposal will focus on each of those areas as outlined in their site-level plans. Individual teams at the schools will focus on the standard course of study to develop curriculum guides that focus on their themes and ensure mastery of the NCSCS for each subject. They will

use data from the benchmarks in each subject to identify gaps and areas needing improvement if students are to meet state and district standards.

Each school will enhance the instructional plan above by the introduction of the magnet themes. These themes will serve to supplement the ongoing instructional improvements developed by the district in some of the district's neediest schools. The uniqueness of the proposed magnet themes will serve to engage students in an active, student-centered learning process. As students take charge of their academic direction, the themes will allow them to explore the world as well as the community around them. This type of unique programming will add to the ongoing district reforms.

**iv. Encourage greater parental decisionmaking and involvement.**

Guilford County Schools encourages parent involvement and addresses this issue in the policy entitled *Title I Parental Involvement IDDA*. This policy adopted by the GCS Board of Education states:

“The Guilford County Board of Education believes that the education of children should be a cooperative effort between parents and schools. Further, the Board believes that the involvement of Title I parents contributes significantly to the success of the children and increases the effectiveness of the program. Parental involvement means the participation of parents in a regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;

3. that parents are full partners in their child’s education and are included, as appropriate, in the decision-making and on advisory committees to assist in the education of their child. To that end, the Board directs the Superintendent and his/her designee to plan and conduct activities designed to encourage parent participation.”

GCS will insure that all parents will have the same opportunities to participate in school/student related activities, inclusive of parents’ ethnic/racial background, socio-economic status, English proficiency, or other defining characteristics.

In accordance with the No Child Left Behind Act of 2001, Title I, Section 1118 (2), Guilford County Schools uses Title I District Parent Advisory Council (DPAC) to give input on the Title I Plan and provide each school with opportunities for review of the Plan. Central office departments such as School Improvement, Curriculum and Instruction, Special Programs and Extended Learning assist schools in planning and implementing parent involvement activities designed to improve student academic achievement and school performance.

The policies provide activities by which GCS will build capacity for strong parental involvement:

- Helping parents understand all national, state, and local standards and expectations through community-based meetings and sending information to the extent feasible, in a language understood by the parents;
- Providing materials and training opportunities to parents to help them with their children’s education;
- Working with school staffs to insure all school personnel understand the value of parental involvement and treat parents as collaborators;

- Involving parents in preschool programs and parent activities;
- Insuring that all communications between home and school are frequent in easy to understand formats for all parents and to the extent feasible in a language understood by the parent;
- Informing parents of their right to protect the privacy of each student and to inspect any instrument used for the collection of personal information for the purpose of marketing or selling that information for non-educational purposes;
- Providing opportunities for the schools to conduct programs in the communities;
- Providing parents the opportunity to review curricular materials upon request of the parent;
- Providing parents the opportunity to review surveys developed by third parties which are intended to be given to their children; and
- Providing support to the extent feasible based on reasonable parent requests.

GCS wants to insure that parents and guardians are always involved in the schools' activities, including being a part of each school's leadership team, by adopting and implementing model approaches to improving parental involvement.

Parent and guardian involvement will be increased at each of the schools included in this proposal. The schools will first work to increase the number of parents and guardians involved at the schools. They will then attempt to make their participation more meaningful, provide training to empower them to work in assisting their child and provide greater opportunity for parent decision making for their child's education. The plans for each of the schools will echo the districtwide LEA Improvement Plan which contains the following initiatives regarding parents:

- Parent Education: Provide support, classes, information and mentoring for parents and guardians (especially non-English speaking adults) and community members in the areas of: literacy, math, special education, school system procedures, communicating with the school and teachers, cultural differences, parents' rights, English, and supporting learning in the home.
- Parent and Community Voices: Implement a series of community seminars, multi-cultural days, and other opportunities designed to increase communication of school system initiatives, culture, community resources, and to solicit community feedback.

A positive and focused involvement program can positively influence parents and guardians and help avoid circumstances that keep many parents from playing an active role in their child's education. Magnet School Coordinators at each building will ensure the implementation of the parental involvement program at each school and its consistency with the parent involvement initiative promoted by GCS above.

The site-level plans that follow these summaries describe how each of the schools included in this proposal will implement high-quality activities that improve academic achievement based on the North Carolina Standard Course of Study. The site-level plans are aligned with the four criteria for determining the quality of the project design and address the six purposes of MSAP. The plans provide details on the school level activities and strategies.

## **SCHOOL SITE PLANS**

### **Montessori Program**

#### **Washington Elementary School**

1110 East Washington Street

Greensboro, NC 27401

#### **Washington Elementary School Overview**

*Mission: The mission of Washington Elementary School is to develop and maintain a caring, positive student-centered learning environment emphasizing academic and social achievement.*

The Montessori Program will begin at Washington Elementary School during the 2008/2009 school year. Washington will use the 2007/2008 school year to make the necessary modifications to their classrooms, train certified Montessori teachers and recruit students. In 2008/2009, Washington will implement the Montessori curriculum for four classrooms of Pre-kindergarten and Kindergarten students. The main purposes of placing the program at Washington are 1) meeting the demand of students and their parents for Montessori education 2) to draw non-minority students into the school and 3) to improve the academic achievement of students by using the Montessori approach which recognizes the unique style and pace of each student.

Below are the racial demographics and enrollment data based on day ten reports for Washington Elementary School for the previous 3 years.

<b>Washington Elementary School Enrollment and Minority Percentages</b>			
	2004/2005	2005/2006	2006/2007
Minority	99%	100%	100%
Non-Minority	1%	0%	0%
Total Enrollment	229	208	149

The school is on the southeast edge of downtown Greensboro and is surrounded by a neighborhood that includes subsidized housing and small businesses. The present facility was built in 1951 and educates children from Pre-K through fifth grade. Most students come from single parent homes and many students are being raised by family members who are not their biological parents.

Student performance on standardized tests over the last three years has declined dramatically in reading and math for all tested grades. The chart below reveals a trend of low performance on the North Carolina End of Grade test. For more information on school test performance see the information from the North Carolina School Report Card included as an attachment.

<b>Percentage of Students Scoring a Level III (proficient) or higher</b>						
Year	Reading EOG			Math EOG		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
2005/2006	45.8	45.0	67.7	41.7	35.0	29.7
2004/2005	38.5	46.8	64.9	33.3	72.3	70.3
2003/2004	60.5	53.8	68.1	79.1	71.2	72.3

Washington failed to make AYP in reading for the previous four years including 2005/2006 and is in corrective action under NCLB. Due to NCLB sanctions, Washington students have been given the opportunity to attend another school for the past three years. Washington's enrollment has significantly declined due to students taking advantage of the school choice option. In addition, students who receive free and/or reduced lunch and choose to remain in the school are eligible for supplemental education services. In the 2005/2006 school year, student EOG test scores were well below the district average in every NCLB subgroup in both math and reading. In an effort to increase student performance, school staff along with leadership in the district has reviewed various options for improvement. The introduction of the Montessori curriculum along with extending the instructional year will be the cornerstones of this reform.

The enrollment at Washington comes from a segregated neighborhood population. In the past several years, enrollment has been declining and the isolation of minority students has continued to increase. As students have exercised the option of attending other magnet schools or opting out of a failing school, the students who remain include a totally minority population of students, nearly all of whom come from the surrounding neighborhoods.

The population of the school does not currently allow for heterogeneously grouped classes. This year, the student population includes 100% of students on free and reduced lunch, 27% students with disabilities, and less than 3% students who are Limited English Proficient. Many students lack the basic experiences needed to access adequate prior knowledge and build necessary language skills. This often limits students' success in reading comprehension and expressive writing tasks.

The staff of Washington has worked hard this last year to identify school improvement needs and develop a school improvement plan. Their review has revealed the following areas identified for improvement

- Better alignment of school instructional programs with State and District standards
- Consistently maintaining higher expectations for student achievement
- Developing a professional development program that is customized to Washington staff's needs in providing more effective classroom experiences
- Developing classroom materials and teachers that adapt to students of differing learning styles and skill sets
- Working to involve a diverse parent and community population
- Using effective methods and strategies in classrooms after teacher training is completed

The need for reduction in minority isolation, increased enrollment, and improvement of academic achievement by all sub-groups are parallel with the purposes and program priorities of MSAP. As the staff has planned for improvements for the schools program, they have sought input from the community. The School-Based Leadership Team is in agreement that the introduction of the Montessori learning environment will provide a unifying focus that will attract a more diverse student population, improve staff collaboration and provide a curricular framework that will strengthen the effectiveness of the instructional program in meeting students' academic and social needs.

Due to the overwhelming demand for Montessori programs in the GCS system, placing the program at Washington will attract both minority and non-minority students into the school

early. Teachers and administrators have already researched training schedules, visited and consulted with other Montessori schools, consulted with constituencies and made an informed decision to implement the Montessori program. During the 2007/2008 school year, the school staff will begin training in the Montessori method and construction will begin to modify the school to meet Montessori classroom specifications. Recruitment and publicity efforts advertising Washington Elementary School Montessori program will be implemented. Applications from students for the program will be accepted in the spring of 2008. By August, 2008 the staff will implement the Montessori program for four Pre-Kindergarten/Kindergarten classrooms.

#### **Magnet Theme Overview – Montessori Program**

Montessori is a personalized approach to learning which recognizes that each child learns with a unique style and pace, and that children learn best in a prepared environment which supports and respects their individual development. Teachers introduce new concepts to the whole class or small groups, but thereafter, instruction is individualized, based on the interests, needs and developmental level of each child. Teachers scientifically observe students working at individual tasks to assess their progress, learning styles and interests.

From Pre-K through 5th grade, small classes allow teachers and paraprofessionals to observe and direct students individually. Multi-age classrooms foster a sense of community, promote mutual respect and allow learning to be reinforced between older and younger students. In the home-like setting, filled with developmentally appropriate materials, students learn to return materials to proper places, clean-up after themselves and resolve their own conflicts. Learning grace and courtesy are integral parts of the Montessori curriculum.

Montessori academic curriculum targets each of the areas of math, science, history, English, foreign language, art and music. The Montessori mathematics curriculum uses manipulative materials to deliver concepts including numbers, sequence and operations. Concrete materials are presented to reveal arithmetic, geometric and algebraic correlations. The English curriculum includes oral language development, written expression, reading grammar, creative dramatics and children's literature. Geography, history and life sciences are presented as part of a cultural analysis. Students explore the physical earth, life, human communities as part a study of life experience. Scientific study of the earth includes zoology, botany, anthropology, geography, and geology. The integrated curriculum also includes the arts, music and dance as a study of rhythm and movement and their relationship to varying communities.

#### **Staff and Curriculum Development**

Teachers and assistants will spend one weekend each month and an extended period over two summers being trained in special Montessori settings to become certified. The time spent in training prepares them to engage their multi-age classroom using the following skills: Hands-on active engagement; differentiation based on the child's interests, needs, developmental level; and providing the child with opportunities to develop a strong sense of independence and responsibility. Montessori training provides teachers the ability to recognize a child's readiness according to age, ability and interest in a specific lesson and adapt to the child's specific personality. Montessori schools cannot utilize district-wide or mandated lessons, plans, and pacing guides— instruction must be tailored to the students. Thanks to a cooperative agreement with the North Carolina Agricultural and Technical State University (A&T), teachers who teach in the Washington Montessori program will be given the opportunity to earn their Master of Art

in Early Education at the same time they complete their Montessori certification by completing additional courses in early education.

The 2007/2008 year will provide teachers and administrators the opportunity to look at the total Montessori program and GCS curriculum, to assess student needs, to plan a budget to reflect curricular and other needs, to seek broad community input, to provide necessary professional development and certification and to assess financial and technical support required to implement and sustain the program. Washington will begin with the introduction of four Pre-k/kindergarten multi-age classrooms in 2008/2009. Teachers from the next grade grouping (Grades 1-2) will complete training during the 2008/2009 and 2009/2010 years and become certified in the Montessori Method.

### **Supporting Students**

The staff at Washington will develop a highly personalized support system which identifies students' areas of need, help them develop skills to meet those needs and provides opportunities for acceleration during extended day and year programs. Beginning in 2008/2009, Washington will add an additional 20 instructional days to the school year. This additional time will allow students to participate in enrichment activities as well as develop the necessary academic skills that are not currently being acquired by students at the school. The Montessori environment is purposely prepared in a manner that invites children to learn. This "prepared environment" empowers children to take control of their own learning and behavior. Washington will expand its linkages with the community to make additional mentors, tutors and other support opportunities available to students. It also will expand programs to help parents take a more effective role in helping their children both academically and socially.

## **Project Design Selection Criteria and Activities**

The following section, describes specific activities planned to address the selection criteria. These activities are required to plan and implement an effective Montessori program that will attract substantial non-minority students to Washington. The school will provide a high quality educational program with high academic standards that recognizes that each child learns with a unique style and pace. The daily activities will be focused on the NCSCS but will be based on the students' needs, strengths and developmental stages. The Montessori program will feature accessible support services that encourage students to direct the development of their skills and knowledge, to seek greater academic challenges and meet or exceed AYP targets. The Montessori program at Washington will provide opportunities for positive interaction among students of diverse backgrounds and will include experiences that will help develop intercultural understanding and sensitivity. The school will undergo changes that affect the learning environment, the staff, the curriculum and the instructional styles. In making these changes, Washington will rely on the support of the GCS central office staff as well as the alumni and community members. The activities below are organized using the four criteria for assessing the quality of the Project Design indicated in the MSAP Applications Guidelines.

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| i. Promote desegregation, including how each proposed magnet school will increase interaction among students of different social, economic, ethnic, and racial backgrounds |
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### **Successful Heterogeneous Grouping in Every Class and Activity**

#### *Activities and Strategies*

1. Each year, the staff will work to assemble classes of students reflect a heterogeneous group of students that is reflective of the district wide average of students in that grade.

2. The faculty will incorporate cooperative learning to instruct students how to work with others.
  - a. Provide staff development that will address cultural sensitivity and productive strategies to foster a school culture of acceptance and respect. This training will be provided by the GCS Diversity Office.
  - b. Provide staff development that will assist them in applying innovative instructional methods and practices that will support diverse students with differing learning styles. This training will be provided on site by Montessori Opportunities Inc. (approved trainers), the Office of Curriculum and Instruction and NC A&T University instructional staff.

**Develop a school-wide plan for increased interaction among diverse students in curricular and extra-curricular activities**

*Activities and Strategies*

In year 1, Washington will develop a Diversity Team of teachers and parents who will meet prior to the opening of the school and continue to monitor progress on these objectives throughout the school year. In year 2 and 3, the Diversity team will continue the process of review and update of the plan.

1. The Diversity Team will review current strategies for promoting positive interaction among students and devise a plan which will increase interaction among students.
  - a. The team will focus on encouraging positive interaction through the use of peer groups, conflict resolution.
  - b. The team will ensure heterogeneous grouping in every class and activity.

- c. The team will plan displays and events to celebrate diversity of the student body including the following:
    - i. Involvement of students for activity planning and recommendations
    - ii. Innovative strategies for involving underrepresented students in extra-curricular activities
    - iii. School meetings that focus on cultural interaction and respect
    - iv. A program of community projects that promote collaboration and respect of other with diverse backgrounds
  - d. Print and distribute copies of program guides, instructional strategies to be used, a list of supplementary books and supplies and a calendar of appropriate events to celebrate the ethnic and racial diversity of the student body.
2. Ensure staff is aware of the plan identified above.
- a. Provide staff orientation to the plan.
  - b. Review the plan at monthly staff meetings to insure the progress towards heterogeneous classes and positive student interaction.

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| ii. Improve student academic 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 |
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**Washington Elementary School will develop and implement a site-based coordinated professional development plan that will stimulate innovation in the classroom and provide staff development in a wide range of instructional strategies.**

*Activities and Strategies*

1. Staff from Washington will attend Montessori training provided by a Montessori approved provider – Montessori Opportunities, Inc. Year 1: 4 teachers (Pre-K and K), 4 teacher assistants (Pre-K and K), the principal, the Montessori Coordinator and the Magnet Director; Year 2: 2 teachers and 2 teacher assistants for students in grade 1; Year 3: 2 teachers and 2 teacher assistants for students in grade 2.
2. Washington will hire a Montessori Coordinator, funded by the MSAP grant, who will provide instruction to staff regarding innovative methods, teaching strategies and classroom management techniques. They will work with the school’s existing Curriculum Facilitator to:
  - a. Support teachers in lesson planning and management.
  - b. Provide demonstration lessons using innovative methods and strategies.
  - c. Observe lessons and provide feedback to teachers.
  - d. Guide teachers/staff/parents in the use of test data for diagnosis and informed instruction.
  - e. Develop a network to support individual teachers in developing innovative and effective classroom methods and practices.

- f. Prepare reports regarding the site professional development project and progress.
3. Teachers in coordination with the Magnet Coordinator and Curriculum Facilitator will develop and revise curriculum guides based on the NCSCS and the Montessori thematic units.
4. The Curriculum Facilitator and Montessori Coordinator will work with the Office of Professional Development and the Office of Curriculum and Instruction to tailor a plan for staff development training sessions provided by the district. These sessions will focus on such topics as cooperative learning, complex instruction, addressing learning modalities, differentiating instruction, working with language minority students, Scientific Research Associated direct instruction, understanding and implementing Individualized Education Plans, inclusion of SWD and LEP students, the development of rubrics to assess student work, classroom management, and graphic organizers.
5. Identify basic technology skills all teachers need to acquire. Develop and implement various means of facilitating expanded use of technology and media in the classrooms. Provide professional development sessions that help teachers develop these skills.
6. Each trained classroom teacher will demonstrate to the Curriculum Facilitator and the Montessori Coordinator his/her growing skill in the instructional use of the Montessori methods and thematic units.

7. The Montessori Coordinator and Curriculum Facilitator will make a log of services provided and make recommendations to the principal for modifications in the staff development program.

**Washington will organize a team of teachers and students, linking a group of students with a team of teachers to provide coordinated personal learning plans, instruction and more flexible use of student time.**

*Activities and Strategies*

1. By September 2008 Washington Elementary will establish multi-age classrooms. Teachers will plan and schedule learning activities together and develop personal learning plans for each student.
2. Provide a team teachers of the same age levels opportunities for common planning and unit development.
3. Provide rosters of students, schedules of common activities and samples of personal learning plans to all staff.

**Provide academic enrichment and support services to enable students to succeed academically in the Montessori environment.**

*Activities and Strategies*

1. Washington will design and implement an Academic Support program which will provide the following services:
  - a. Extend the academic year by 20 days to provide additional academic enrichment opportunities.
  - b. Coordinate peer, cross-aged, and community volunteer tutorial services, including recruiting and scheduling services.

- c. Coordinate parent training related to academic support for students (e.g., homework hints, tutorial services, etc.).
- d. Provide student access to computer based work stations before and after school including laptop computers in a mobile lab.
- e. Establish the After-school Care Enrichment Services (ACES) program. ACES provides quality academic, enrichment, and recreational activities for kindergarten through fifth grade students. Align the program activities to complement the Montessori program and units of study.
- f. Enlist age-level teacher teams to address needs and provide possible solutions in meeting individual needs along with the help of parents and school support personnel.

**Provide personnel, instructional technology, materials and supplies to create Montessori classrooms and environment that include hands-on experimental activities.**

*Activities and Strategies*

1. The Montessori Coordinator and Curriculum Facilitator will work with teachers to develop student centered, hands-on, tangible, skill building classrooms that are adaptable for a diverse student population.
2. Acquire multi-media equipment, materials and supplies to use in the classroom with students and ensure staff is trained to integrate use of the equipment and materials in the classroom. Inventories of equipment purchased will be kept as well as copies of orders for equipment, materials and supplies.

**Washington staff will work with the community to improve and create a curriculum and activities that emphasize the global and community themes of the Montessori program.**

*Activities and Strategies*

3. Under the direction of the Magnet Coordinator and the Curriculum Facilitator teachers will create thematic units that will emphasize the "whole world" in which they live as they study many cultures--their geographical locations, their way of dress, and their lifestyles.
4. The Montessori Coordinator and teachers will work with local community members, museums, and businesses to partner with the school in exploring the cultural and environmental view of the world. The partnerships may include fieldtrips and community projects.
5. The staff will create thematic units that include integration of global and community themes.

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| <ol style="list-style-type: none"><li>iii. Implement high quality activities that are directly related to improving student 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 improving vocational, technological, and professional skills</li></ol> |
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**By September, 2007 using input from parents, teachers, students, community and professional groups, Washington will develop an action/strategic plan and by August 2008 will begin implementation of the Montessori Program.**

*Activities and Strategies*

1. The School-Based Leadership Team lead by the Montessori Coordinator at Washington will develop a plan for orientation of faculty and community to the principles of the Montessori program and a timeline for faculty training.

- a. Establish timeline for designing and developing articulated thematic units based on the Montessori method with cross-curricular units of inquiry. In years 2 and 3 continue to carry out the plan by:
  - i. Scheduling and completing required trainings.
  - ii. Continuing to develop and align thematic Montessori units with the NCSCS including the development of curriculum guides and scope and sequence documents.
  - iii. Continue to develop and implement the program of inquiry.
  - iv. Develop scope and sequence for each subject area.
- b. Develop a plan that integrates accelerated reading, writing, and math development into the Montessori program for students who need additional help in those areas based on performance on interim assessments and teacher feedback.
- c. Beginning in Year 2 the School-Based Leadership Team along with curriculum specialists and other staff from the Office of Curriculum and Instruction will review the curriculum based on the following questions:
  1. To what extent do the student products and presentations embody the theme of the magnet program?
  2. To what extent do the student products represent high quality work by minority and non-minority students?
  3. Based on analysis of what students are doing, where are the best opportunities to build upon current student experiences in ways that will expand and improve emphasis on the theme and

its use in integrating instruction across academic areas and to build students' capabilities in the areas of thinking and problem solving?

2. Provide appropriate staff with essential Montessori training that will enhance teacher effectiveness and student success in a Montessori environment. In years 2 and 3, develop plans to continue training staff to support grade level expansion of the Montessori program at Washington.
3. Begin Phase-in implementation of revised thematic units developed by the School-Based Leadership Team and Montessori-certified teachers in year 2 for Pre-K and Kindergarten classrooms. In year 3 continue to review and implement the curriculum at the next grade level.
4. Develop and implement model for faculty collaboration with other Montessori schools, including Triangle Lake Montessori, Erwin Montessori and The Greensboro Montessori School (a local private school).

**The faculty will align the new magnet curriculum with the North Carolina Standard**

**Course of Study in the core academic areas.**

*Activities and Strategies*

1. Planning teams described in sections above will use documents in their planning that describe the NCSCS in curriculum development.
2. Age-level teams will ensure that the scope, sequence and content of courses of study address the NCSCS appropriately.
  - a. For **reading, language arts and English**, teachers will use research-based instructional strategies and best-practices as prescribed by Scientific Research

Associates (direct instruction) and supported by their Curriculum Facilitator. Phonemic Awareness (the connection between letters and sounds) will be strongly emphasized. Teachers will use flexible skill grouping designed to respond to students' academic need and to ensure that no student is indefinitely assigned to a long-term skills group.

- b. For **mathematics**, teachers will use research-based instructional strategies. Specially designed Montessori materials will be used to learn math concepts resulting in much higher levels of understanding than simple computation. Teachers will use flexible skills grouping to respond to individual student needs and strengths.
- c. For **Science** students will survey the physical earth, life, human communities as part a study of life experience. Scientific study of the earth includes zoology, botany, anthropology, geography, and geology. Scientific discovery will occur through experiments and physical nature studies.
- d. For **Social Studies, History and Geography**, teachers will use skills from professional development in Reading in the Content Area and multicultural programs. Students will study geographical locations of diverse cultures, their way of dress, and their lifestyles.
- e. For **art and music**, Washington will collaborate with community arts organizations. Music and Visual Arts teachers serve all elementary schools. The Montessori Coordinator will work to enrich connections between the Visual and Performing Arts, other curriculum areas and community resources.

Teachers will also work to expand aesthetic awareness through reading and writing and use rhythmic music and movement as they study varying cultures.

f. **For vocational, technological and professional skills**, teachers will use problem-based learning and technology infused throughout the curriculum.

Washington will work with the community to organize career fairs to expose students to positive role models.

3. Each grade level will map its curriculum in terms trans-disciplinary units, the NCSCS, with particular attention to areas of need revealed by analysis of the North Carolina End-of-Grade test goal summaries.
4. The faculty will present curriculum materials to the Office of Curriculum and Instruction for review to insure integration of the NCSCS core academic subjects.

iv. Encourage greater parental decision making and involvement.

**Parents will participate in workshops, trainings, classroom assistance, advisory boards, School-based Leadership Teams or other school activities that will empower parents to assist their child to participate fully and excel in the Montessori program.**

*Activities and Strategies*

1. Develop a strong parent education component and encourage parents to participate in the advisory teams and the Parent Teacher Association.
2. Provide support, classes, information and mentoring for parents (especially non-English speaking parents) and community members in the areas of: literacy, math, special education, school system procedures, communicating with the school and

teachers, cultural differences, parents' rights, English, and supporting learning in the home.

3. Implement a series of community seminars, multi-cultural days, and other opportunities designed to increase communication of school system initiatives, culture, community resources, and to solicit community feedback.
4. Insure that non-English speaking parents and students receive information in their native language through a translator or written documentation.
5. Enhance communication to parents by home visits; mailing letters or notes to parents, relating a positive contribution by their students; telephone parents about each unreported absence; send home monthly school newsletter; discuss student participation in the magnet program in parent conferences; greet parents of each class on "Open House" night and explain details of the magnet program, including career awareness activities.

**Washington will create a Magnet Advisory Group for magnet school development and implementation. The Committee will include staff, parents, and appropriate community and business representatives.**

*Activities and Strategies*

1. At the beginning of each grant year reconvene the Magnet Advisory Group to reexamine the school's mission, goals, and objectives. Responsibilities will include:
  - a. Provide advice regarding magnet related curriculum and activities.
  - b. Promote opportunities for community collaboration.
  - c. Assist in developing community-based student projects.
  - d. Assist in promoting parent involvement in magnet activities.

- e. Assist in recruitment and marketing.
- f. Assist in promoting, securing and/or raising additional resources for magnet activities.
- g. Provide input to restructuring planning process.

**Each school will involve at least 75 representatives of community, business, education, government, and professional organizations in magnet activities at Washington.**

*Activities and Strategies*

1. Schedule advisory groups, committees, and parent organizations to meet regularly. Invite representatives from Federal Express, Dell and other downtown businesses, agencies and technology firms to address classes, demonstrate equipment usage, conduct tours at their facilities, donate usable resources and provide for community-based projects, and provide mentoring and tutoring services to students.

**International Baccalaureate Primary Years Programme**

**Northwood Elementary School**

818 W. Lexington Ave.

High Point, NC 27262

**Northwood Overview**

*Mission Statement: Northwood Elementary School is a community of learners committed to the education of all students with the outcome being that they become proficient, responsible, contributing and ethical citizens.*

The International Baccalaureate Primary Years Programme will begin at Northwood Elementary School during the 2007/2008 school year. The main purposes of placing the Programme at Northwood Elementary are 1) providing the students in the western zone of the

county with an opportunity to participate in the IBPYP 2) to draw non-minority students into the school and 3) to improve the academic achievement of students through integration of a comprehensive and rigorous program of study.

Below are the racial demographics and enrollment data based on day ten reports for Northwood Elementary for the previous 3 years.

<b>Northwood Elementary Enrollment and Minority Percentages</b>			
	2004/2005	2005/2006	2006/2007
Minority	71%	69%	73%
Non-Minority	29%	31%	27%
Total Enrollment	603	536	494

Northwood is located in High Point is in the western half of the county and the community surrounding the school includes light industry and single family homes. The location of the school will provide IBPYP access for the western half of the county. Northwood is just a few miles from Ferndale Middle School which will introduce IB Middle Years Programme and the established IB Diploma Programme at High Point Central High School.

Student performance on standardized tests has remained constant in reading over the last three years but has sharply declined in math. The chart below reveals a trend of low performance on the North Carolina End of Grade test. For more information on school test performance see the information from the North Carolina School Report Card included as an attachment.

Percentage of Students Scoring a Level III (proficient) or higher						
Year	Reading EOG			Math EOG		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
2005/2006	64.6	76.5	84.4	57.0	63.3	54.4
2004/2005	63.3	77.3	87.1	72.4	94.8	80.6
2003/2004	64.7	72.3	88.1	74.1	87.2	91.7

Northwood failed to make AYP in reading in 2003/2004 and 2004/2005. The school made AYP in 2005/2006 but in accordance with NCLB regulations must continue to offer its students the choice to attend another school in the district until they make AYP in reading for two consecutive years. Despite making AYP in 2005/2006, Northwood student performance on the Math and English EOG tests was well below the district average in every subgroup for reading and almost every major subgroup in math.

The student enrollment at Northwood has been steadily decreasing in part because parents are choosing to send their children to other, higher achieving schools. As the enrollment decreases, the minority isolation is increasing. Classes are currently heterogeneously grouped (by race and academic assessment performance) however due to the minority isolation of the district the classes do not represent grade level averages for GCS. This year, the student population includes 76% of students on free and reduced lunch, 12% students with disabilities, and 21% students who are Limited English Proficient.

The staff of Northwood has worked hard to identify school improvement needs and develop a school improvement plan. Their review has revealed the following areas identified for improvement:

- Better alignment of school instructional programs with state and district standards
- Consistently maintaining higher expectations for student achievement
- Vertical and horizontal teaming sessions to ensure alignment of the curriculum across grade levels and subjects
- Developing a professional development program that is customized to Northwood staff's needs in providing more effective classroom experiences
- Staff training in and use of differentiation strategies for diverse learners
- Enabling more parent involvement in their child's education
- Using effective methods and strategies in classrooms after teacher training is completed
- Introduction of a curriculum that will prepare students to work and live in an increasingly global economy and society

The need to reduce minority isolation, increase enrollment, and improve academic achievement by all sub-groups are parallel with the purposes and program priorities of MSAP. As the staff has planned improvements for the school, they have sought input from the community. Teachers will introduce themes that emphasize higher order thinking skills and present a highly articulated standards based curriculum that will help them meet district and state expectations for their students. The School-Based Leadership Team is in agreement that the introduction of the IBPYP will provide a unifying focus that will attract a more diverse student population, improve staff collaboration and provide a curricular framework that will strengthen the effectiveness of the instructional program in meeting students' academic and social needs while preparing them to be successful in higher level IB Programmes.

The long term advantage of locating the IBPYP at Northwood is that it will attract non-minority students into the school and build a rigorous academic program. Teachers and administrators have already visited IBPYP schools, consulted with constituencies and made an informed decision to implement the IBPYP. Promotion of the school has begun through communication to parents and through the district's website. Applications from students for the program will be accepted late spring/early summer. Teachers will attend training this summer and begin designing the new curriculum prior to the start of school. By August, 2007 the staff will be ready to begin the IBPYP implementation process.

#### **Magnet Theme Overview – International Baccalaureate Primary Years Programme**

The IBPYP is an international curriculum framework that focuses on the total growth of the child. It synthesizes the best research and practice from a range of national systems with the wealth of knowledge and experiences in creating a transdisciplinary curriculum which is relevant, challenging and engaging for students. The IBO mission statement parallels that of the mission of both the district and the school:

“Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.”

The IBPYP identifies a body of knowledge for students into six principal subject areas: (1) language; (2) social studies; (3) mathematics; (4) science and technology; (5) the arts; (6) personal, social and physical education. In addition, each IBPYP is supposed to support a language other than the school's language of instruction to support the international perspective. Thanks to the College Board Guest Teacher program, students at Northwood will receive instruction in Mandarin Chinese language.

Using an inquiry-based approach to teaching and learning, the IBPYP offers a Programme in which all content is presented within the context of six basic questions. The questions are designed to guide a child's learning of concepts, knowledge, skills, attitudes, and actions by examining how their lives are impacted as citizens in a global community. The questions are:

- Who are we?
- Where are we in place and time?
- How do we express ourselves?
- How does the world work?
- How do we organize ourselves?
- How should we share our planet?

These questions help to frame both local and global issues in the content of the curriculum, and they provide for the exploration of knowledge.

The IB Primary Years Programme depends on committed teaching in the spirit of the inquiry based curriculum. The IBPYP model is expressed through three interrelated questions:

- What do we want to learn?
- How best will we learn?
- How will we know what we have learned?

### **Staff and Curriculum Development**

The IBO provides a structural approach to collaborative planning. It promotes the use of a range of balance of school-based assessment and feedback techniques. Teachers are

encouraged to use research-based strategies appropriate to the needs of their students. Staff will attend training offered by the International Baccalaureate Organization (IBO). The IBO provides a structural approach to collaborative planning. IB schools cannot utilize district-wide or mandated lessons, plans, and pacing guides—instruction must be tailored to the students. Teachers are encouraged to use research-based strategies appropriate to the needs of their students. All participating teachers will engage in an ongoing process of professional development through the IBO. The IBO offers three levels of IBPYP training including: Level I (i.e., introduction to IB); Level II (e.g., collaborative planning, assessment, internationalism and designing inquiry units for specific subjects); Level III (e.g., Early Childhood in the PYP, evaluation, and linking PYP and MYP).

The authorization process to become an IBPYP will provide teachers and administrators the opportunity to look at the total curriculum, to assess student needs to accomplish the IBO objectives, to plan a budget to reflect curricular and other needs, to seek broad community input, to assess staff qualifications in order to plan for professional development and to assess financial and technical support required to implement and sustain the Programme. Northwood will begin the application process in 2007/2008 and submit their Application Part A. In year two, they will continue through candidate status and begin preparing for Application Part B and an authorization visit by the IBO in year 3 of the grant.

One of the great challenges of adopting the IBPYP is aligning the IBPYP curriculum with the NCSCS. Falkener Elementary School, the existing IBPYP program has been successful at the difficult task of enhancing the local curriculum to meet the IBO expectations. They will provide Northwood staff with a model for raising the student achievement with the IBPYP.

### **Supporting Students**

Northwood recognizes that improving student achievement will not occur from simply establishing a rigorous academic program, but must include an accessible system of support services that encourages students to extend themselves and to accept new challenges. The staff will develop a highly personalized support system which identifies students' areas of need, help them develop skills to meet those needs and provides opportunities for acceleration during extended day programs. Before and after school study center services with adult and peer support will be increased. Each school will expand its linkages with the community to make additional mentors, tutors and other support opportunities available to students. It also will expand programs to help parents take a more effective role in helping their children both academically and socially.

### **Project Design Selection Criteria and Activities**

The following section, describes specific activities planned to address the selection criteria. These activities are required to plan and implement an effective IBPYP that will attract substantial non-minority students to Northwood. The school will provide a high quality educational program with high academic standards and use the most effective innovative, researched based teaching methods and practices. Support services will encourage students to accelerate the development of their skills and knowledge, to seek greater academic challenges and meet or exceed the Adequate Yearly Progress targets of NCLB. The IBPYP will provide an environment that promotes positive interaction among students of diverse backgrounds and will include experiences that will help develop intercultural understanding and sensitivity. Northwood will engage parents and community elements to help students be successful and in

planning school programs. The activities are organized using the four selection criteria for assessing the quality of the Project Design indicated in the MSAP Applications Guidelines.

- |  |
|--|
| i. Promote desegregation, including how each proposed magnet school will increase interaction among students of different social, economic, ethnic, and racial backgrounds |
|--|

### **Successful Heterogeneous Grouping in Every Class and Activity**

#### *Activities and Strategies*

1. Each year, the staff will work to assemble classes of students that reflect a heterogeneous group of students reflective of the districtwide average of students in that grade. Students in need of additional support in math and reading may be flexibly regrouped for the purposes of accelerated learning but will not be permanently tracked.
2. The faculty will incorporate cooperative learning to instruct students how to work with others.
  - a. Provide staff development that will address cultural sensitivity and productive strategies to foster a school culture of acceptance and respect. This training will be provided by the GCS Diversity Office.
  - b. Provide staff development that will assist them in applying innovative instructional methods and practices that will support diverse students with differing learning styles. This training will be provided by IBO as well as the GCS Curriculum and Instruction and Professional Development offices.

**Develop a schoolwide plan for increased interaction among diverse students in curricular and extra-curricular activities**

*Activities and Strategies*

In year 1, Northwood will develop a Diversity Team of teachers and parents who will meet prior to the opening of the school and continue to monitor progress on these objectives throughout the school year. Due to Northwood's large population of English Language Learners (21%), there will be a large non-native population to contribute to the Diversity Team. The Team will encourage participation from parents and guardians of all students in order to highlight cultural diversity. In year 2 and 3, the team will continue the process of review and update of the plan.

1. Diversity Team will review current strategies for promoting positive interaction among students and devise a plan which will increase interaction among students.
  - a. The team will focus on encouraging positive interaction through the use of peer groups, conflict resolution.
  - b. The team will ensure heterogeneous grouping in every class and activity.
  - c. The team will plan displays and events to celebrate diversity of the student body including the following:
    - i. Involvement of students for activity planning and recommendations
    - ii. Innovative strategies for involving underrepresented students in extra-curricular activities
    - iii. School meetings that focus on cultural interaction and respect
    - iv. A program of community projects that promote collaboration and respect of others with diverse backgrounds

- d. Print and distribute copies of program guides, instructional strategies to be used, a list of supplementary books and supplies and a calendar of appropriate events to celebrate the ethnic and racial diversity of the student body.
- c. Ensure staff is aware of the plan identified above.
  - a. Provide staff orientation to the plan.
  - b. Review the plan at monthly staff meetings to insure the progress towards heterogeneous classes and positive student interaction.

ii. Improve student academic 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

**Northwood Elementary School will develop and implement a coordinated professional development plan that will stimulate innovation in the classroom and provide staff development in a wide range of instructional strategies.**

*Activities and Strategies*

1. Staff will attend IBPYP training provided by IBO. Year 1: 20 teachers for level I; Year 2: 20 teachers for Level II, 15 teachers for Level I; Year 3: 20 teachers for Level III, 15 teachers for Level II, 5 teachers for Level I.
2. Northwood will hire an IB Coordinator, funded by the MSAP grant, who will provide instruction to staff regarding innovative methods, teaching strategies and classroom management techniques. They will work with the school's existing Curriculum Facilitator to:
  - a. Support teachers in lesson planning and management.
  - b. Provide demonstration lessons using innovative methods and strategies.

- c. Observe lessons and provide feedback to teachers.
  - d. Guide teachers/staff/parents in the use of test data for diagnosis and informed instruction.
  - e. Develop a network to support individual teachers in developing innovative and effective classroom methods and practices.
  - f. Prepare reports regarding the site professional development project and progress.
3. Teachers in coordination with the IB Coordinator and Curriculum Facilitator will develop and revise units of inquiry based on the North Carolina Standard Course of Study and the six IB themes. These units of inquiry will become a part of Northwood's application for authorization as an IBPYP school. One week each summer will be devoted to the production of units of inquiry by a team of teachers and they will be revised throughout the year.
4. The Curriculum Facilitator and IB Coordinator will work with the Office of Professional Development as well as the Office of Curriculum and Instruction to tailor a plan for staff development training sessions provided by the district. These sessions will focus on such topics as cooperative learning, complex instruction, addressing learning modalities, differentiating instruction, working with language minority students, Read GCS, understanding and implementing Individualized Education Plans, inclusion of SWD and LEP students, the development of rubrics to assess student work, classroom management, and graphic organizers. Northwood will continue to use training from Bright Ideas which helps teachers target minorities for qualification for gifted programs.

5. Identify basic technology skills all teacher need to acquire. Develop and implement various means of facilitating expanded use of technology and media in the classrooms. Provide professional development sessions that help teachers develop these skills.
6. The IB Coordinator and Curriculum Facilitator will make a log of services provided and make recommendations to the principal for modifications in the staff development program.

**Northwood will organize a team of teachers and students, linking a group of students with a team of teachers to provide coordinated personal learning plans, instruction and more flexible use of student time.**

*Activities and Strategies*

1. By September 2007 Northwood will establish grade-level faculty teams that provide instruction in the IBPYP curriculum to the same students and enable them to plan and schedule learning activities together and to develop personal learning plans for each student. Include opportunities for flexible use of faculty, facilities and time for student learning opportunities.
2. Provide rosters of students and schedules of common activities to all staff, provide samples of personal learning plans and survey parents/students/faculty as to the effectiveness of each grade team.

**Provide academic enrichment and support services to enable students to participate in challenging academic course offerings in English, social studies, math, science, technology, the arts and Mandarin Chinese.**

*Activities and Strategies*

1. Northwood will design and implement an Academic Support program which will provide the following services:
  - a. Develop a scope and sequence of study skills that will help students be successful in more accelerated and challenging curriculum.
  - b. Before and after school supervised homework assistance.
  - c. Coordinate peer, cross-aged, and community volunteer tutorial services, including recruiting and scheduling services.
  - d. Coordinate parent training related to academic support for students (e.g., homework hints, tutorial services, etc.)
  - e. Provide student access to computer based work stations before and after school including laptop computers in a mobile lab.
  - f. Continue the After-school Care Enrichment Services (ACES) program. ACES provides quality academic, enrichment, and recreational activities for kindergarten through fifth grade students. Align the program activities to complement the IBPYP curriculum.
  - g. Enlist grade level teacher teams to address needs and provide possible solutions in meeting individual needs along with the help of parents and school support personnel.

**Provide personnel, instructional technology, materials and supplies to create classrooms and laboratories to insure academic support and enrichment for students in English, social studies, math, science, technology, the arts and Mandarin Chinese.**

*Activities and Strategies*

1. The IB Coordinator and Curriculum Facilitator will work with teachers to develop student centered, hands-on, tangible, skill building magnet programs for a diverse student population.
2. Acquire multi-media equipment, materials and supplies to use in the classroom with students and ensure staff is trained to integrate use of the equipment and materials in the classroom. This equipment will include IPODs and Rosetta Stone materials to assist with language acquisition including translating song lyrics and e-Books, repetitive vocabulary practice and class discussions. It will also include mobile laptop computers that students will be able to use for group projects and checkout for use before and after school. Inventories of equipment purchased and as well as copies of orders for equipment, materials and supplies will be kept.

**Northwood staff will work with the community to improve and create a curriculum and activities that emphasize the global and community themes of the IBPYP.**

*Activities and Strategies*

1. Under the direction of the IB Coordinator and the Curriculum Facilitator teachers will create units of inquiry that will emphasize the global community and in particular the culture of Mandarin Chinese Speakers. Northwood will use MSAP funds to acquire Rosetta Stone materials to help with language acquisition.

2. The IB Coordinator and teachers will work with local community members and businesses to partner with the school in exploring the local and international scope of the world around the students. The partnerships may include community service projects and will be promoted throughout the community. These partnerships will include integrating activities with the International Home Furnishings Market held twice a year in High Point. The IHFM draws thousands of international visitors and businesses to the area.

- |   |
|---|
| <ol style="list-style-type: none"><li>iii. Implement high quality activities that are directly related to improving student 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 improving vocational, technological, and professional skills</li></ol> |
|---|

**By September, 2007 using input from parents, teachers, students, community and professional groups and working in collaboration with consultants from the International Baccalaureate Organization, Northwood will develop an action/strategic plan and begin implementation of the International Baccalaureate Primary Years Programme for grades K-5.**

*Activities and Strategies*

1. The School-Based Leadership Team led by the IB Coordinator will conduct workshops each summer and follow-up sessions to incorporate concepts and plans into the curriculum. The School-Based Leadership Teams will develop a plan for orientation of faculty and community to the principles of the IBPYP and a timeline for faculty training workshops. Tasks addressed will include required activities for the IBPYP implementation and application as prescribed by IBO.

- a. Establish timeline for designing and developing an articulated magnet curricular guide based on IBPYP with cross-curricular units of inquiry with a thematic focus using a multi-cultural perspective and the IB trans-disciplinary themes in all areas of the curriculum. In years 2 and 3 continue to carry out the plan by:
  - i. Scheduling and completing required IB trainings
  - ii. Continuing to develop and align core curriculum with IBPYP and NCSCS including the development of units of inquiry and scope and sequence documents
  - iii. Continue to develop and implement the program of inquiry
  - iv. Develop scope and sequence for each subject area, including Mandarin Chinese
- b. Develop a plan that integrates accelerated reading, writing, and math development into the IBPYP for students who need additional help in those areas based on performance on interim assessments and teacher feedback.
- c. Develop a plan for training faculty to build a system for initiating, managing and maintaining student portfolios that represent key indicators of progress in IB studies and integrating objectives from the NCSCS in all academic disciplines. In years 2 and 3 review the portfolio management system and develop guidelines for using them for counseling individual students and for regular conferences with parents.

- d. Beginning in Year 2 the Magnet Director along with curriculum specialists and other staff from the Office of Curriculum and Instruction will review the curriculum based on the following questions:
1. To what extent do the student products and presentations embody the theme of the magnet program?
  2. To what extent do the student products represent high quality work by minority and non-minority students?
  3. Based on analysis of what students are doing, where are the best opportunities to build upon current student experiences in ways that will expand and improve emphasis on the theme and its use in integrating instruction across academic areas and to build students' capabilities in the areas of thinking and problem solving?
2. Provide appropriate staff with essential training that is sanctioned by the IBO and will enhance teacher effectiveness and student success in an IB environment. In years 2 and 3, develop plans to train new staff using the train the trainer model and select appropriate Level II and Level III training topics.
  3. Begin implementation of revised units of inquiry developed by the School-Based Leadership Teams and specified teachers during summer work sessions. In years 2 and 3, continue to review and implement the curriculum and plan for sustaining the review process once the school is an approved IBPYP school.
  4. Develop and implement faculty collaboration with other IB schools. In years 2 and 3, continue collaboration, particularly with partner GCS schools in the IB vertical

integration. Provide summary reports from collaboration meetings with other IB schools.

5. Prior to May, 2008 prepare and submit to IBO, the IBPYP Application Part A. In years 2 and 3, Northwood will work to complete and submit the PYP Application Part B.

**The faculty will align the new magnet curriculum with the North Carolina Standard**

**Course of Study in the core academic areas.**

*Activities and Strategies*

1. Planning teams described in sections above will use documents in their planning that describe the North Carolina Standard Course of Study in curriculum development.
1. Each grade level will review its course offerings to ensure that the scope, sequence and content of courses of study address the NCSCS appropriately.
  - a. For **reading, language arts and English**, teachers will use research-based instructional strategies and best-practices as prescribed by Read GCS and supported by their Curriculum Facilitator. Teachers will utilize flexible skill grouping designed to respond to students' academic need and to ensure that no student is indefinitely assigned to a long-term skills group.
  - b. For **mathematics**, teachers will use research-based instructional strategies including Algebraic Thinking. They will use flexible skills grouping to respond to individual student needs and strengths.
  - c. For **Science**, teachers provide students with experiences in life, physical and earth sciences, and technology while developing critical thinking and problem solving skills.

- d. For **Social Studies, History and Geography**, teachers will use skills from professional development in Reading in the Content Area and multicultural programs. These subjects will also provide opportunities to explore the world using multi-cultural themes and community projects.
  - e. For **Second Languages**, Northwood will collaborate with the community and will participate in the College Board Guest Teacher program. The program will provide an instructor for Mandarin Chinese language that will provide students with an hour and a half of instruction in Mandarin Chinese language a week. Northwood will use materials from Rosetta Stone as well as IPODs to assist with language acquisition. Northwood will collaborate with local businesses that trade in China to support second language instruction and use.
  - f. For **art and music**, Northwood will collaborate with community arts organizations. Music and Visual Arts teachers serve all elementary schools. The IB Coordinator will work to enrich connections between the Visual and Performing Arts, other curriculum areas and community resources. Teachers will also work to expand aesthetic awareness through reading and writing.
  - g. For **vocational, technological and professional skills**, teachers will use problem-based learning and technology infused throughout the curriculum. Northwood will work with the community to organize career fairs to expose students to positive role models.
2. Each grade level will map its curriculum using IB trans-disciplinary themes and the NCSCS with particular attention to areas of need revealed by analysis of the North Carolina End-of-Grade test goal summaries.

3. The faculty will present curriculum materials to the Office of Curriculum and Instruction for review to insure integration of the NCSCS core academic subjects.

iv. Encourage greater parental decision making and involvement

**Parents will participate in workshops, trainings, classroom assistance, advisory boards, School-based Leadership Teams or other school activities that will empower parents to assist their child to participate fully and excel in the Northwood IBPYP.**

*Activities and Strategies*

1. Develop a strong parent education component and encourage parents to participate in advisory teams and committees as well as the Parent Teachers Association.
2. Provide support, classes, information and mentoring for parents (especially non-English speaking parents) and community members in the areas of: literacy, math, special education, school system procedures, communicating with the school and teachers, cultural differences, parents' rights, English, and supporting learning in the home.
3. Implement a series of community seminars, multi-cultural days, and other opportunities designed to increase communication of school system initiatives, culture, community resources, and to solicit community feedback.
4. Insure that non-English speaking parents and students receive information in their native language through a translator or written documentation.
5. Enhance communication to parents by mailing letters or notes to parents, relating a positive contribution by their students; telephone parents about each unreported absence; send home monthly school newsletter; discuss student participation in the

magnet program in parent conferences; greet parents of each class on “Open House” night and explain details of the magnet program, including career awareness activities.

**Northwood will create a Magnet Advisory Group for magnet school development and implementation. The group will include staff, parents, and appropriate community and business representatives.**

*Activities and Strategies*

1. At the beginning of each grant year reconvene the Magnet Advisory Group to reexamine the school’s mission, goals, and objectives. Responsibilities will include:
  - a. Provide advice regarding magnet related curriculum and activities.
  - b. Promote opportunities for community collaboration.
  - c. Assist in developing community-based student projects.
  - d. Assist in promoting parent involvement in magnet activities.
  - e. Assist in recruitment and marketing.
  - f. Assist in promoting, securing and/or raising additional resources for magnet activities.
  - g. Provide input to restructuring planning process.

**Each school will involve at least 75 representatives of community, business, education, government, and professional organizations in magnet activities.**

*Activities and Strategies*

1. Schedule advisory groups, committees, and parent organizations to meet regularly. Invite representatives from Dell, Federal Express, participants in the International Home Furnishings Market and other businesses, agencies and technology firms to

address classes, demonstrate equipment usage, conduct tours at their facilities, donate usable resources and provide for community-based projects, and provide mentoring and tutoring services to students.

### **International Baccalaureate Middle Years Programme**

#### **Hairston Middle School**

3911 Naco Road

Greensboro, NC 27401

#### **Ferndale Middle School**

801 Ferndale Boulevard

High Point, NC 27262

#### **Hairston Middle School Overview**

*Mission: Our mission is to partner with students, parents, and the community to create an environment for learning that encourages all to become enthusiastic life-long learners.*

Hairston Middle School will begin implementation of the International Baccalaureate Middle Years Programme during the 2007/2008 school year. The main purposes of placing the Programme at Hairston Middle School are 1) providing the students in the eastern zone of the county with an opportunity to participate in the IBMYP 2) to draw non-minority students into the school and 3) to improve the academic achievement of students through integration of a comprehensive and rigorous program of study.

Below are the racial demographics and enrollment data based on day ten reports for Hairston for the previous 3 years.

<b>Hairston Middle School Enrollment and Minority Percentages</b>			
	2004/2005	2005/2006	2006/2007
Minority	99%	99%	100%
Non-Minority	1%	1%	0%
Total Enrollment	809	671	651

Hairston is a new building that officially opened for students on January 7, 2002. The campus is surrounded by several thriving colleges and universities including North Carolina Agricultural and Technical State University, Bennett College and the University of North Carolina at Greensboro. However, Hairston is also located in a predominately minority residential area which includes several federally supported housing communities. The location of the school will provide IBMYP access for students in the eastern part of Guilford County. Falkener Elementary School is in the approval process as an IBPYP school and is located adjacent to the Hairston campus. Students in this zone have the option of attending the IB Diploma Programme at Grimsley High School or the IB Diploma Programme at Smith High School, depending on their attendance zone.

Student performance on the EOG tests has improved somewhat in reading but has been sharply declining in math in the last three years. The chart below reveals a trend of low performance on the EOG tests, particularly in math. For more information on school test performance see the information from the North Carolina School Report Card included as an attachment.

Percentage of Students Scoring a Level III (proficient) or higher							
Year	Reading EOG			Math EOG			
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Algebra I
2005/2006	71.0	83.3	84.6	42.6	42.6	53.1	<=95%
2004/2005	63.4	72.2	78.4	78.2	71.1	69.6	71.5
2003/2004	68.4	69.6	76.9	81.4	68.2	63.6	48.9

Hairston failed to make AYP for two consecutive years in math (2003/2004 and 2004/2005) and to comply with NCLB regulations had to offer students the choice to attend another school for the past two school years. This has resulted in a significantly lower enrollment for Hairston. In 2005/2006 Hairston met the AYP goals in math, but student performance on the Math and English EOG fell well below the district average.

The enrollment of all students at Hairston has been steadily decreasing and parents have been choosing to enroll their children in other schools. As the enrollment decreases, the minority isolation is increasing. Classes are currently heterogeneously grouped (by race and academic assessment performance) however due to the minority isolation of the district the classes do not represent grade level averages for the GCS. This year, the student population includes 85.8% of students on free and reduced lunch, 18.7% students with disabilities, and 6.8% students who are Limited English Proficient.

The Hairston Middle School staff has conducted needs assessments, surveying and researching in preparation for a three-year school improvement plan to enhance student achievement and the school community as a whole. Key stakeholders in the school community

such as community leaders, parents and school personnel were involved the school improvement planning process. Their review has revealed the following areas identified for improvement:

- Creating a more student centered system of curriculum delivery and encouraging students to be more proactive in their education.
- Consistently maintaining higher expectations for student achievement.
- Vertical and horizontal teaming sessions to ensure alignment of the curriculum across grade levels and subjects.
- Developing a professional development program that is customized to Hairston staff's needs in providing more effective classroom experiences.
- Staff training in and use of differentiation strategies for diverse learners.
- More effective parent involvement in their child's education.
- Introduction of a curriculum that will prepare students to work and live in an increasingly global economy and society

The need for reduction in minority isolation and improvement of academic achievement by all sub-groups are parallel with the purposes and program priorities of MSAP. The school community and staff have worked hard to come together as a cohesive community focused on the needs of students. In order to produce further gains in student achievement, Hairston Middle School is seeking innovative and progressive approaches to further the success of the school.

Staff at Hairston has been researching and holding discussions on implementing the IBMYP curriculum at the school since it opened. Staff has been working to develop promotional materials and representatives from the school have discussed the adoption with potential students and their parents. Applications from students for the program will be accepted in late spring/early summer 2007. Teachers will attend training this summer and begin designing the

new curriculum prior to the start of school. By August, 2007 the staff will begin a phased implementation of the IBMYP.

**Ferndale Middle School Overview**

*Mission Statement: We, the staff of Ferndale Middle School, are committed to providing a safe, professional learning environment for students. As a result, our students will become responsible, productive citizens in a diverse world.*

The International Baccalaureate Middle Years Programme will begin at Ferndale Middle School during the 2007/2008 school year. Ferndale was originally built in 1931 and is currently under construction to add eight new classrooms, cafeteria expansion and numerous technology upgrades. These updates should be complete by the 2007/2008 year. This summer, school staff will begin training and development of curriculum to be introduced in the 2007/2008 school year. The main purposes of placing the program at Ferndale Middle School are 1) providing the students in the western zone of the county with an opportunity to participate in the IBMYP 2) to draw non-minority students into the school and 3) to improve the academic achievement of students through integration of a comprehensive and rigorous program.

Below are the racial demographics and enrollment data based on day ten reports for Ferndale for the previous 3 years.

<b>Ferndale Middle School Enrollment and Minority Percentages</b>			
	2004/2005	2005/2006	2006/2007
Minority	76%	82%	81%
Non-Minority	24%	18%	19%
Total Enrollment	642	590	603

The recent history of Ferndale has been one of a minority group and socio-economically isolated population. The neighborhood surrounding Ferndale has become racially and economically isolated. Ferndale is located in downtown High Point which is known world-wide for the International Home Furnishings Market, a microcosm of the global economy. The location of the school will provide IBMYP access for students in the western part of Guilford County. Northwood Elementary School will provide an IBPYP curriculum for students in this zone. High Point Central High School which shares a campus with Ferndale Middle School offers the IB Diploma Programme for students in this zone.

Student performance on standardized tests over the last three years has been declining in reading in two grades and performance in math has dropped dramatically. The chart below reveals a trend of low performance on the North Carolina End of Grade tests in Reading and Math as well as the End of Course test in Algebra. For more information on school test performance see the information from the North Carolina School Report Card included as an attachment.

<b>Percentage of Students Scoring a Level III (proficient) or higher</b>							
Year	Reading EOG			Math EOG and EOC scores			
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Algebra I
2005/2006	55.4	71.9	70.4	35.3	31.4	34.2	46.0
2004/2005	66.0	70.4	76.3	81.9	70.0	65.5	51.2
2003/2004	62.1	64.1	73.2	72.9	67.5	68.9	60.8

Ferndale has failed to make AYP in reading and math for four consecutive years, including the most recent 2005/2006, and is under sanctions as required by the NCLB

regulations. The school is in corrective action and will incorporate the IBMYP and an extended instructional year as part of their plans for improvement. As a part of their corrective action, a new principal was hired for the 2006/2007 school year to help institute reforms and lead the school to better academic performance. Due to NCLB sanctions, Ferndale had to offer students the choice to attend alternative schools for the past three years and must provide supplemental education services to eligible students.

The enrollment at Ferndale has been on a downward trend and minority isolation on the rise over the last several years. Many parents have been choosing to send their students to other schools rather than send them to attend a school with a history of failing AYP. Classes are currently heterogeneously grouped (by race and academic assessment performance) however due to the minority isolation of the school, the classes do not represent grade level averages for the GCS. This year, the student population includes 82% of students on free and reduced lunch, 17.1% students with disabilities, and 14% students who are Limited English Proficient.

Due to NCLB sanctions, the Ferndale staff has been researching options for systemic reform and sharing their vision for the future of the school with community members. Several elements of the IBMYP curriculum have matched their review of needs for the school. Their review has revealed the following areas identified for improvement:

- Consistently maintaining higher expectations for student achievement
- Vertical and horizontal teaming sessions to ensure alignment of the curriculum across grade levels and subjects
- Provide learning experiences that are enriched and expanded through the integration of the Chinese language and culture and global studies within the academic curriculum

- Prepare teachers to engage students in a variety of learning models using all sensory abilities that will ensure success for all students in a rigorous academic curriculum
- Increase student involvement in the community through service to the community and workforce development opportunities
- Provide 20 additional instructional days for students in order to accelerate skill development and increase student learning potential
- Integrate technology throughout the curriculum using the newly updated technology enhancements throughout the school

The need for reduction in minority isolation and improvement of academic achievement by all sub-groups are parallel with the purposes and program priorities of MSAP. In order to prevent further sanctions for AYP failure, the school staff, students and community will work to implement the IBMYP at Ferndale. In order to produce further gains in student achievement, Ferndale Middle School is working to provide innovative and progressive approaches to further the success of the students.

Staff at Ferndale will attend training for the IBMYP during summer and work to implement the curriculum during the 2007/2008. The school staff will enlist students and community members to help transition to the IBMYP. As construction enhances the facilities at the school, teachers and school staff will work on enriching the educational program at Ferndale. Applications from students for the program will be accepted in the late spring/early summer of 2007. By August, 2007 the staff will be ready to begin implementation of the IBMYP.

## **Magnet Theme Overview – International Baccalaureate Middle Years Programme**

The aim of the International Baccalaureate Middle Years Programme is to develop a curriculum encouraging international awareness in young people with emphasis on the skills, attitudes and knowledge needed to participate in an increasingly global society. The International Baccalaureate Middle Years Programme is designed for students aged 11 to 16. The Middle Years Programme is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside, who can adapt to new situations and combine relevant knowledge, practical and social intelligence to solve authentic problems alone or in groups.

The Programme aims to enable students to:

- Build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- Acquire knowledge and understanding and prepare for further learning
- Recognize the extent to which knowledge is interrelated
- Learn to communicate effectively in a variety of ways
- Develop a sense of personal and cultural identity and a respect for themselves and for others
- Acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship

The curriculum contains eight subject groups together with a core made up of five areas of interaction. The IBMYP academic subject groups are as follows: Language A (English), Language B (modern language learned at the school), Humanities (history and geography),

Math, arts, physical education, and technology. Students study subjects from each of the eight subject groups through the five areas of interaction: approaches to learning, community and service, *homo faber*, environment, and health and social education.

The IBMYP, like the other two IBO Programmes, is based on the premise that education can foster understanding among young people around the world. Intercultural awareness is central to the Programme. The Programme provides curious adolescent learners with discipline, skills, and challenging standards. Students will not be isolated by race or ability, but rather will learn to be a part of a larger community and take responsibility for the future of their community and their world.

### **Staff and Curriculum Development**

Staff will attend training offered by the International Baccalaureate Organization (IBO). The IBO provides a structural approach to collaborative planning. It promotes the use of a range of balance of school-based assessment and feedback techniques. IB schools cannot utilize district-wide or mandated lessons, plans, and pacing guides—instruction must be tailored to the students. Teachers are encouraged to use research-based strategies appropriate to the needs of their students. All participating teachers will engage in an ongoing process of professional development through the IBO. The IBO offers three levels of IBMYP training which cover various topics (e.g., designing inquiry units for specific subjects, IB coordination, and areas of interaction).

The authorization process to become an IBMYP will provide teachers and administrators the opportunity to look at the total curriculum, to assess student needs to accomplish the IBO objectives, to plan a budget to reflect curricular and other needs, to seek broad community input, to assess staff qualifications in order to plan for professional development and to assess financial

and technical support required to implement and sustain the Programme. Hairston and Ferndale will begin the application process in 2007/2008 and submit their Application Part A. In year two, they will continue through candidate status and begin preparing materials for Application Part B and an authorization visit in year 3 of the grant.

Teacher collaboration has a crucial role to play in IBMYP curriculum development, as well as in teaching itself. To make the whole curricular experience coherent for the students, teachers need to be aware of the whole school curriculum beyond the age group(s) and subject(s) for which they are directly responsible. Hairston and Ferndale will work collaboratively to complete the necessary curriculum development. As a team, they will develop their own interim objectives, the content taught in each subject and the details of their assessment practices according to the requirements of the subject group.

### **Supporting Students**

Helping students meet the challenging standards of a new curriculum will be one of the most critical pieces of implementation at both schools. The staff will develop a highly personalized support system which identifies students' areas of need, help them develop skills to meet those needs and provides opportunities for acceleration during extended day and year programs. Before and after school study center services with adult and peer support will be increased with teachers on staff to provide enrichment for students each week. Each school will expand its linkages with the community to make additional mentors, tutors and other support opportunities available to students. It also will expand options to help parents take a more effective role in helping their children both academically and socially. In addition, Ferndale will introduce a longer instructional year which will include 20 extra days of instruction for students beginning in 2008/2009.

## **Project Design Selection Criteria and Activities**

The following section, describes specific activities planned to address each of the selection criteria. These activities are required to plan and implement effective magnet programs that will attract substantial non-minority students to Ferndale and Hairston Middle Schools. The schools will provide a high quality educational program with high academic standards and use the most effective innovative, researched based teaching methods and practices. They will feature accessible support services that encourage all students to accelerate the development of their skills and knowledge, to seek greater academic challenges and meet or exceed the Adequate Yearly Progress (AYP) target of NCLB. The IBMYP magnet schools will provide an environment that promotes positive interaction among students of diverse backgrounds and will include experiences that will help develop intercultural understanding and sensitivity. Both programs will engage parents and the community to help students be successful and in planning school programs to this end. Below are the activities organized using the four selection criteria for assessing the quality of the Project Design indicated in the MSAP Applications Guidelines.

- i. Promote desegregation, including how each proposed magnet school will increase interaction among students of different social, economic, ethnic, and racial backgrounds

### **Successful Heterogeneous Grouping in Every Class and Activity**

#### *Activities and Strategies*

1. Each year, the staff will work to assemble classes of students that reflect a heterogeneous group of students reflective of the districtwide average of students in that grade. Students in need of additional support in math and reading may be flexibly regrouped for the purposes of accelerated learning.

2. The faculty will incorporate cooperative learning to instruct students how to work with others.
  - a. Provide staff development that will address cultural sensitivity and productive strategies to foster a school culture of acceptance and respect. This training will be provided by the GCS Diversity Office.
  - b. Provide staff development that will assist them in applying innovative instructional methods and practices that will support diverse students with differing learning styles. This training will be provided by IBO as well as the Office of Curriculum and Instruction and Office of Professional Development.

**Develop a schoolwide plan for increased interaction among diverse students in curricular and extra-curricular activities**

*Activities and Strategies*

In year 1, Hairston and Ferndale will develop a Diversity Team of teachers, parents and students who will meet prior to the opening of the school and continue to monitor progress on these objectives throughout the school year. In year 2 and 3, the team will continue the process of review and update of the plan.

1. The Diversity Team will review current strategies for promoting positive interaction among students and devise a plan which will increase interaction among students.
  - a. Review current programs and develop strategies for involving underrepresented groups in athletics, clubs, student government and other extra-curricular activities.
  - b. The team will focus on encouraging positive interaction through the use of peer groups, conflict resolution.

- c. The team will review existing and recommend additional community projects that promote collaboration among students and adults from diverse backgrounds.
  - d. The team will plan displays and events to celebrate diversity of the student body and the surrounding community of each school.
  - e. Print and distribute copies of the diversity plan, instructional strategies to be used, a list of supplementary books and supplies and a calendar of appropriate events to celebrate the ethnic and racial diversity of the student body.
2. Ensure staff is aware of the plan identified above.
- a. Provide staff orientation to the plan.
  - b. Review the plan at monthly staff meeting to insure the progress towards heterogeneous classes and positive student interaction within the school and throughout the community.

ii. Improve student academic 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

**Hairston and Ferndale Middle Schools will develop and implement a site-based coordinated professional development plan that will stimulate innovation in the classroom and provide staff development in a wide range of instructional strategies.**

Activities and Strategies

- 1. Staff will attend IBMYP training provided by IBO. Year 1: 22 teachers for level I; Year 2: 22 teachers for Level II, 15 teachers for Level I; Year 3: 22 teachers for Level III, 15 teachers for Level II, 5 teachers for Level I.

2. Hairston and Ferndale will each hire an IB Coordinator who will provide instruction to staff regarding innovative methods, teaching strategies and classroom management techniques. They will work with the school's existing Curriculum Facilitator to:
  - a. Support teachers in lesson planning and management
  - b. Provide demonstration lessons using innovative methods and strategies
  - c. Observe lessons and provide feedback to teachers
  - d. Guide teachers/staff/parents in the use of test data for diagnosis and informed instruction
  - e. Develop a network to support individual teachers in developing innovative and effective classroom methods and practices
  - f. Prepare reports regarding the site professional development project and progress
3. Teachers in coordination with the IB Coordinator and Curriculum Facilitator will develop and revise units of inquiry based on the NCSCS and the eight IB subjects. These units of inquiry will become a part of Hairston and Ferndale's application for authorization as an IBMYP school. One week each summer will be devoted to the production of units of inquiry by a team of teachers and they will be revised throughout the year.
4. The Curriculum Facilitator and IB Coordinator will work with the Office of Professional Development and the Office of Curriculum and Instruction to tailor a plan for staff development training sessions provided by the district. These sessions will focus on such topics as cooperative learning, complex instruction, addressing learning modalities, differentiating instruction, working with language minority

students, understanding and implementing Individualized Education Plans, inclusion of Students with Disabilities and Limited English Proficient students, the development of rubrics to assess student work, classroom management, and graphic organizers.

5. Identify basic technology skills all teacher need to acquire. Develop and implement various means of facilitating expanded use of technology and media in the classrooms. Provide professional development sessions that help teachers develop these skills.
6. The IB Coordinator and Curriculum Facilitator will make a log of services provided and make recommendations to the principal for modifications in the staff development program.

**Hairston and Ferndale will organize a team of teachers and students, linking a group of students with a team of teachers to provide coordinated personal learning plans, instruction and more flexible use of student time.**

*Activities and Strategies*

1. By September 2007, the schools will establish grade-level faculty teams that provide instruction in the IBMYP curriculum to the same students and enable them to plan and schedule learning activities together and to develop personal learning plans for each student. Opportunities for flexible use of faculty, facilities and time for student learning opportunities will be provided.
2. Provide rosters of students, schedules of common activities and samples of personal learning plans to all staff.

**Provide academic enrichment and support services to enable students to participate in challenging academic course offerings in math, science, social studies, technology, English and Spanish Language (Hairston)/Mandarin Chinese (Ferndale).**

*Activities and Strategies*

1. Hairston and Ferndale will design and implement an Academic Support program which will provide the following services:
  - a. Develop a scope and sequence of study skills that will help students be successful in more accelerated and challenging curriculum.
  - b. Provide additional instructional support for students before and/or after school.
  - c. Coordinate peer, cross-aged, and community volunteer tutorial services, including recruiting and scheduling services.
  - d. Coordinate parent training related to academic support for students (e.g., homework hints, tutorial services, etc.).
  - e. Provide student access to computer based work stations before and after school.
  - f. Enlist grade level teacher teams to address needs and provide possible solutions in meeting individual needs along with the help of parents and school support personnel.
  - g. In 2008/2009 and 2009/2010, Ferndale will extend the instructional year for students by 20 additional days in order to provide additional enrichment opportunities and instruction for students.

**Provide personnel, instructional technology, materials and supplies to create classrooms and laboratories to insure academic support and enrichment for students in science, math, English, history/social studies, foreign language and the arts.**

*Activities and Strategies*

1. The IB Coordinator and Curriculum Facilitator will work with teachers to develop student centered, hands-on, tangible, skill building magnet programs for a diverse student population.
2. Acquire multi-media equipment, materials and supplies to use in the classroom with students and ensure staff is trained to integrate use of the equipment and materials in the classroom. This equipment will include IPODs and Rosetta Stone materials to assist with language acquisition including translating song lyrics and e-Books, repetitive vocabulary practice and class discussions. It will also include mobile laptop computers that students will be able to use for group projects and checkout for use before and after school. Inventories of equipment purchased will be kept as well as copies of orders for equipment, materials and supplies.

**Hairston and Ferndale staff will work with the community to improve and create a curriculum and activities that emphasize the global and community themes of the IBMYP.**

*Activities and Strategies*

1. Under the direction of the IB Coordinator and the Curriculum Facilitator teachers will create units of inquiry that will emphasize the global community and in particular the culture of Mandarin Chinese Speakers for Ferndale and Spanish Speakers for Hairston. Hairston and Ferndale will use MSAP funds to acquire Rosetta Stone materials to help with language acquisition.

2. The IB Coordinator and teachers will work with local community members and businesses to partner with the school in exploring the local and international scope of the world around the students. The partnerships may include community service projects and will be promoted throughout the community.
3. Staff will create units of inquiry that include integration of global and community themes including the study of Mandarin Chinese culture for Ferndale and Spanish speaking cultures for Hairston.

iii. Implement high quality activities that are directly related to improving student 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 improving vocational, technological, and professional skills

**Using input from parents, teachers, students, community and professional groups and**

**working in collaboration with consultants from the International Baccalaureate**

**Organization, the schools will develop an action/strategic plan and begin implementation of the International Baccalaureate Primary Years Programme for grades 6-8 by September**

**2007.**

*Activities and Strategies*

1. The School-Based Leadership Team led by the IB Coordinator at the school will attend workshops each summer and follow-up sessions to incorporate concepts and plans into the curriculum. The School-Based Leadership Team will develop a plan for orientation of faculty and community to the principles of the IBMYP and a timeline for faculty training workshops. Tasks addressed will include required activities for the IBMYP implementation and application as prescribed by the IBO.

- a. Establish timeline for designing and developing an articulated magnet curriculum guide based on IBMYP with cross-curricular units of inquiry with a thematic focus using a multi-cultural perspective and the IB trans-disciplinary themes in all areas of the curriculum. In years 2 and 3 continue to carry out the plan by:
  - i. Scheduling and completing required IB trainings
  - ii. Continuing to develop and align core curriculum with IBMYP and the NCSCS including the development of units of inquiry and scope and sequence documents
  - iii. Continue to develop and implement the program of inquiry
  - iv. Develop scope and sequence for each subject area, including foreign language
- f. Develop a plan that integrates accelerated reading, writing, and math development into the IBMYP for students who need additional help in those areas based on performance on interim assessments and teacher feedback.
- g. Develop a plan for training faculty to build a system for initiating, managing and maintaining student portfolios that represent key indicators of progress in IB studies and integrating objectives from the NCSCS in all academic disciplines. In years 2 and 3 review the portfolio management system and develop guidelines for using them for counseling individual students and for regular conferences with parents.

- h. The Magnet Director along with curriculum specialists and other staff from the GCS Curriculum and Instruction office will review the curriculum based on the following questions:
1. To what extent do the student products and presentations embody the theme of the magnet program?
  2. To what extent do the student products represent high quality work by minority and non-minority students?
  3. Based on analysis of what students are doing, where are the best opportunities to build upon current student experiences in ways that will expand and improve emphasis on the theme and its use in integrating instruction across academic areas and to build students' capabilities in the areas of thinking and problem solving?
2. Provide appropriate staff with essential training that is sanctioned by the IBO and that will enhance teacher effectiveness and student success in an IB environment. In years 2 and 3, develop plans to train new staff using the train the trainer model and select appropriate Level II and Level III training topics.
  3. Begin phase-in implementation of revised units of inquiry developed by the School-Based Leadership Team and specified teachers during summer work sessions. In years 2 and 3 continue to review and implement the curriculum and plan for sustaining the review process once the school is an approved IBMYP school.
  4. Develop and implement model for faculty collaboration with other IB schools. In years 2 and 3, continue collaboration, particularly with partner schools in the IB

vertical integration within the district. Provide summary reports from collaboration meetings with other IB schools.

5. Prepare and submit to IBO, the IBMYP Application Part A prior to May 2008. In years 2 and 3, work to complete and submit IBMYP Application Part B.

**The faculty will align the new magnet curriculum with the North Carolina Standard**

**Course of Study in the core academic areas.**

*Activities and Strategies*

1. Planning teams described in sections above will use documents in their planning that describe the NCSCS in curriculum development.
2. Each grade level team will review its course offerings to ensure that the scope, sequence and content of courses of study address the North Carolina Standard Course of Study appropriately.
  - a. For **reading, language arts and English**, teachers will use research-based instructional strategies as and best-practices and supported by their Curriculum Facilitator. Teachers will use flexible skill grouping designed to respond to students' academic need and to ensure that no student is indefinitely assigned to a long-term skills group.
  - b. For **mathematics**, teachers will use research-based instructional strategies including Algebraic Thinking. They will use flexible skills grouping to respond to individual student needs and strengths.
  - c. For **Science**, teachers will emphasize science concepts through real life application in the classroom, field trips and lab experiments.

- d. For **Social Studies, History and Geography**, teachers will use skills from professional development in Reading in the Content Area and multicultural programs. These subjects will also provide opportunities to explore the world using multi-cultural themes and community projects.
- e. For **Second Languages**, the schools will collaborate with community organizations. Ferndale will participate in the College Board Guest Teacher program. Students will receive an hour and a half of instruction per week in the Mandarin Chinese language at Ferndale and Spanish language at Hairston. The schools will use materials from Rosetta Stone as well as IPODs to assist with language acquisition. Both schools will collaborate with local businesses that trade internationally to support second language instruction and use.
- f. For **art and music**, teachers will collaborate with community arts organizations and develop creative expression through the arts. Students will receive instruction in the visual and performing art, music, chorus, band, and art/music appreciation with an emphasis on history and origin. The IB Coordinator will work to enrich connections between the Visual and Performing Arts, other curriculum areas and community resources.
- g. For **vocational, technological and professional skills**, teachers will use problem-based learning and technology infused throughout the curriculum. Students will be required to present and handle data and design and construct of a products using a variety of technology and media.

3. Each grade level will map its curriculum in terms of IB trans-disciplinary themes, the NCSCS, with particular attention to areas of need revealed by analysis of the North Carolina End-of-Grade tests goal summaries.
4. The faculty will present curriculum materials to the Office of Curriculum and Instruction for review to insure integration of the NCSCS core academic subjects.

iv. Encourage greater parental decision making and involvement.

**Parents will participate in workshops, trainings, classroom assistance, advisory boards, School-based Leadership Teams or other school activities that will empower parents to assist their child to participate fully and excel in the IBMYP.**

*Activities and Strategies*

1. Develop a strong parent education component and encourage parents to participate in the advisory teams and the Parent Teacher Association.
2. Provide staff development in Parent Involvement techniques and recruitment strategies to help engage middle school parents in school and student activities.
3. Provide support, classes, information and mentoring for parents (especially non-English speaking parents) and community members in the areas of: literacy, math, special education, school system procedures, communicating with the school and teachers, cultural differences, parents' rights, English, and supporting learning in the home.
4. Implement a series of community seminars, multi-cultural days, and other opportunities designed to increase communication of school system initiatives, culture, community resources, and to solicit community feedback.

5. Insure that non-English speaking parents and students receive information in their native language through a translator or written documentation.
6. Enhance communication to parents by mailing letters or notes to parents, relating a positive contribution by their students; telephone parents about each unreported absence; send home monthly school newsletter; discuss student participation in the magnet program in parent conferences; greet parents of each class on "Open House" night and explain details of the magnet program.

**Hairston and Ferndale will each create a Magnet Advisory Group for magnet school development and implementation. The group will include staff, parents, and appropriate community and business representatives.**

*Activities and Strategies*

1. At the beginning of each grant year reconvene the Magnet Advisory Group to reexamine the school's mission, goals, and objectives. Responsibilities will include:
  - a. Provide advice regarding magnet related curriculum and activities.
  - b. Promote opportunities for community collaboration.
  - c. Assist in developing community-based student projects.
  - d. Assist in promoting parent involvement in magnet activities.
  - e. Assist in recruitment and marketing.
  - f. Assist in promoting, securing and/or raising additional resources for magnet activities.
  - h. Provide input to restructuring planning process.

**Each school will involve at least 75 representatives of community, business, education, government, and professional organizations in magnet activities.**

*Activities and Strategies*

1. Schedule advisory groups, committees, and parent organizations to meet regularly. Invite representatives from Dell, Federal Express, participants in the International Home Furnishings Market and other businesses, agencies and technology firms to address classes, demonstrate equipment usage, conduct tours at their facilities, donate usable resources and provide for community-based projects, and provide mentoring and tutoring services to students.

**Science and Technology Magnet School**

**Welborn Middle School**

1710 McGuinn Drive

High Point, NC 27265

**Welborn Middle School Overview**

*Mission: The mission of Welborn Middle School is to promote achievement in a caring environment consistent with the middle school philosophy by encouraging responsible decision-making, cultural understanding, and respect for self and others.*

Welborn Middle School will begin implementation of the Science and Technology magnet program during the 2008/2009 school year. The main purposes of placing the program at Welborn Middle School are 1) providing the students in the western zone of the county with an opportunity to participate in the Science and Technology program 2) to draw non-minority students into the school and 3) to improve the academic achievement of students through integration of a comprehensive and rigorous program of study.

Below are the racial demographics and enrollment data based on day ten reports for Welborn for the previous 3 years.

<b>Welborn Middle School Enrollment and Minority Percentages</b>			
	2004/2005	2005/2006	2006/2007
Minority	79%	81%	76%
Non-Minority	21%	19%	24%
Total Enrollment	788	714	566

Welborn is an older building that officially opened for students in 1959. Welborn is located in a predominately minority residential area just a few blocks away from High Point University, a private university. The location of the school will provide Science and Technology magnet program access for students in the western part of Guilford County.

Student performance on the EOG tests has remained constant in reading but has been sharply declining in math in the last three years. For more information on school test performance see the information from the North Carolina School Report Card included as an attachment.

<b>Percentage of Students Scoring a Level III (proficient) or higher</b>							
Year	Reading EOG			Math EOG			
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Algebra I
2005/2006	71.8	80.2	78.2	45.9	50.6	44.8	70.4
2004/2005	73.5	75.0	79.8	82.1	67.5	72.3	64.7
2003/2004	71.9	76.0	81.5	82.7	79.7	78.5	70.5

In 2005/2006, student performance on the Math and English EOGs fell well below the district average in every subgroup. Welborn failed to make AYP for two consecutive years in reading (2004/2005 and 2005/2006) and to comply with NCLB regulations, had to offer eligible students the chance to receive supplemental educational services paid for through Title I funds. Guilford County Schools is a part of a "reverse choice option" approved by the US Department of Education that allows schools in their second year of school improvement to offer supplemental educational services instead of school choice. Therefore, Welborn Middle School offered supplemental educational services during the 2006/2007 school year to eligible students and did not provide the option of school choice. If Welborn fails to meet AYP again in 2006/2007, they will have to offer school choice in 2007/2008.

The enrollment of all students at Welborn has been steadily decreasing. Minority isolation at the school has remained constant. Classes are currently heterogeneously grouped (by race and academic assessment performance) however due to the minority isolation of the district the classes do not represent grade level averages for the GCS. This year, the student population includes 71.2% of students on free and reduced lunch, 12% students with disabilities, and 6.2% students who are Limited English Proficient.

In the last five years, there has been great staff and leadership turnover at Welborn that make it necessary to reinvest in the school. The Welborn Middle School staff has conducted needs assessments, surveying and researching in preparation for a three-year school improvement plan to enhance student achievement and the school community as a whole. Key stakeholders in the school community such as community leaders, parents and school personnel were involved the school improvement planning process. Their review has revealed the following areas identified for improvement:

- Creating a more student centered system of curriculum delivery and encouraging students to be more proactive in their education.
- Consistently maintaining higher expectations for student achievement.
- Vertical and horizontal collaborative planning sessions to ensure alignment of the curriculum across grade levels and subjects.
- Developing a professional development program that is customized to staff needs in providing more effective classroom experiences.
- Staff training in and use of differentiation strategies for diverse learners.
- Use of modeling and better “on the spot” classroom level assistance for teachers.
- More effective parent involvement in their child’s education.
- Introduction of a curriculum that will prepare students to work and live in an increasingly technological economy and society

The need for reduction in minority isolation and improvement of academic achievement by all sub-groups are parallel with the purposes and program priorities of MSAP. The school community and staff have worked hard to come together as a cohesive community focused on the needs of students. In order to produce further gains in student achievement, Welborn Middle School is seeking innovative and progressive approaches to help its students succeed.

Staff at Welborn has been researching and holding discussions on implementing the science and technology curriculum at the school this year. Staff has been training in the Quality Educational Strategies and Technologies (QUEST) program, developed by GCS as part of an Enhancing Education Through Technology Grant, that integrates new technology into instruction. QUEST is an 7-day long, standards-based professional development program comprised of a training curriculum aligned to state and national standards for both students and

teachers. Offered in an on-site classroom laboratory, this hands-on training models the ideal teaching environment integrating the curriculum, the national educational technology standards for teachers, new and existing technologies, and research-based instructional strategies.

Applications from students for the program will be accepted in late spring/early summer 2008. Teachers will attend training and begin designing the new curriculum this year. By August, 2008 the staff will begin a phased implementation of the Science and Technology theme.

### **Magnet Theme Overview – Science and Technology Magnet**

At Welborn Middle School Science and Technology magnet, students will benefit from the integration of science, technology, and mathematics throughout the curriculum. The specialized science and technology program will include course topics such as geology, physics, forensic science, biotechnology, spread sheet, Web design and digital photography. The curriculum will augment the North Carolina Standard Course of Study for Middle School with an emphasis on physical, earth, environmental and life sciences. Each student will be provided their own laptop to use for the year provided by the grant. This will enhance the strong connection between technology and classroom practice and will eliminate barriers for students who do not have access to technology at home. A review and synthesis of studies on one-to-one computing initiatives found that teachers are more likely to integrate technology in teaching when there is ubiquitous access and that these programs also help provide equity for all students (Penuel, 2006).

Instruction will be integrated through exploratory science and advanced technological study by the Science and Technology Coordinator who will collaborate with regular classroom teachers. Students will be actively engaged in investigating, discovering and applying concepts from all core areas to real-world issues through the lens of scientific thinking skills and with the

support of current technology. The school will be well-equipped with updated technology, allowing students to develop skills to prepare them for future investigations and a more sophisticated integration of the core areas of study.

Instruction will be enhanced through exploratory science and advanced technological study, allowing the students to carry out experiments, participate in hands-on learning, collect and analyze data and draw conclusions based on scientific evidence. The challenging course of study will enable students to develop diverse approaches to learning. Throughout these programs, students will be actively engaged in investigating, discovering, and applying science and technology based on individual and group interests in real-life issues and the world around them. Problem-based experiences will occur both in and out of the classroom to enable students to develop the basic skills and attitudes necessary to protect the environment on which we depend.

Goals:

- Provide rigorous instruction that is theme based and interdisciplinary
- Provide experiences that foster student self-direction, independence, self-understanding, and self-evaluation
- Create student-centered educational experiences that are relevant to the learner and encourage student discovery
- Promote student collaboration and cooperation that supports critical and creative exploration of ideas
- Ensure success for all students in a high level academic curriculum
- Provide integrated instruction where students will be immersed in science and technology with a strong literacy connection

- Provide research opportunities with scientists and technology specialists
- Ensure use of community environmental science resources, such as wetlands, pond and stream studies
- Reinforce classroom experiences through meaningful field trips and scientific study
- Provide a nurturing, inviting atmosphere for students, parents, community, and staff
- Support students in preparing their own multi-media presentations, using word processing, Internet research, and graphing to demonstrate their knowledge and discoveries
- Provide the students with avenues for public speaking and presentations
- Serve as an excellent preparation for students intending to study in the advanced placement high school programs
- Involve families and the community in the education of learners
- Provide a seamless transition from middle school to advanced placement high school curriculum
- Maintain a standard of excellence where talented staff continue to undergo extensive professional development to improve teaching techniques and reinforce curriculum development

Welborn Middle School will provide opportunities for students to participate in career exploration, in addition to courses in music, art, and foreign language. Additional encore classes will be available for those students wishing to pursue more advanced study in the areas of science and technology.

## **Staff and Curriculum Development**

Welborn has already begun to address their training needs in advance of implementation of the Science and Technology magnet themes. Many of their staff has attended the QUEST training which helps teachers integrate technology into the classroom through a 7-day training. Welborn's Science and Technology Coordinator will make sure teachers participate in QUEST training and are integrating the best-practices in their classroom.

In addition, GCS will partner with the Center of Excellence in Research, Teaching, and Learning (CERTL) to provide training for all staff in problem-based learning. Problem-based learning is an educational method that actively engages students in learning by asking them to solve authentic, "real world" problem-cases. Engaging in the PBL method requires students to (1) develop the ability to use science process skills (e.g., data collection, analysis, and interpretation), (2) construct an understanding of science concepts through integrated systems, and (3) utilize cognitive strategies and skills employed in authentic scientific inquiry.

The professional development component provides a week-long PBL Institute totaling 40 hours of training in the methodology with four half-day follow-up sessions and a minimum of three in-classroom consultations. The entire program includes more than 60 contact hours plus a PBL web site registration which provides access to PBL materials, chat forums between schools, and e-mail access to PBL experts.

To make the whole curricular experience coherent for the students, teachers need to be aware of the whole school curriculum beyond the age group(s) and subject(s) for which they are directly responsible. Welborn will work collaboratively to complete the necessary curriculum development. As a team, they will develop their own interim objectives, the content taught in

each subject, and the details of their assessment practices according to the requirements of the subject group.

### **Supporting Students**

Helping students meet the challenging standards of a new curriculum will be one of the most critical pieces of implementation. The staff will develop a highly personalized support system which identifies students' areas of need, help them develop skills to meet those needs and provides opportunities for acceleration. Before and after school study center services with adult and peer support will be increased. The school will expand its linkages with the community to make additional mentors, tutors and other support opportunities available to students. It also will expand program to help parents take a more effective role in helping their children both academically and socially.

The school will be providing laptops for each student with software packages to meet student needs. This will ensure that no student is without the necessary technology they need despite socio-economic barriers. The media center will be well stocked and present interesting and stimulating materials for learners to read and view, in addition to a wide-range of professional materials for the staff.

Another integral component of the program will be parent and community involvement. The staff will create an environment that is inviting to all and welcomes the parents and community to participate in the total school program. Volunteers will be recruited to add to the total assistance necessary to support students and staff in a successful school. The school administration will build community and university partnerships to strengthen and diversify program offerings and overall support for the school.

After-school involvement will include a strong emphasis on clubs. The choice of clubs will be voted upon by the students in order to match interests and create areas of new awareness and concentration. Clubs may include · FIRST LEGO League Odyssey of the Mind, National Academic League, Science & Math Olympiad, chess, environmental studies, current events and government, social issues, debate, wellness and Paideia seminars. The program will also include mini-courses in PSAT review, study skills, test taking tips, presentation skills, social etiquette, time management, goal setting, note-taking, independent study, word study, and college awareness.

### **Project Design Selection Criteria and Activities**

The following section, describes specific activities planned to address each of the selection criteria. These activities are required to plan and implement effective magnet programs that will attract substantial non-minority students to Welborn Middle School. The school will provide a high quality educational program with high academic standards and use the most effective innovative, researched based teaching methods and practices. It will feature accessible support services that encourage all students to accelerate the development of their skills and knowledge, to seek greater academic challenges and meet or exceed the Adequate Yearly Progress (AYP) targets of NCLB. The Science and Technology magnet school will provide an environment that promotes positive interaction among students of diverse backgrounds and will include experiences that will help develop intercultural understanding and sensitivity. Below are the activities organized using the four selection criteria for assessing the quality of the Project Design indicated in the MSAP Applications Guidelines.

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| i. Promote desegregation, including how each proposed magnet school will increase interaction among students of different social, economic, ethnic, and racial backgrounds |
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### **Successful Heterogeneous Grouping in Every Class and Activity**

#### *Activities and Strategies*

1. Each year, the staff will work to assemble classes of students that reflect a heterogeneous group of students reflective of the districtwide average of students in that grade. Students in need of additional support in math and reading may be flexibly regrouped for the purposes of accelerated learning.
2. The faculty will incorporate cooperative learning to instruct students how to work with others.
  - a. Provide staff development that will address cultural sensitivity and productive strategies to foster a school culture of acceptance and respect. This training will be provided by the GCS Diversity Office.
  - b. Provide staff development that will assist them in applying innovative instructional methods and practices that will support diverse students with differing learning styles. This training will be provided by the CERTL as well as the Office of Curriculum and Instruction and Office of Professional Development.

### **Develop a schoolwide plan for increased interaction among diverse students in curricular and extra-curricular activities**

#### *Activities and Strategies*

In year 1, Welborn will develop a Diversity Team of teachers, parents and students who will meet prior to the opening of the school and continue to monitor progress on these objectives

throughout the school year. In year 2 and 3, the team will continue the process of review and update of the plan.

1. The Diversity Team will review current strategies for promoting positive interaction among students and devise a plan which will increase interaction among students.
  - a. Review current programs and develop strategies for involving underrepresented groups in athletics, clubs, student government and other extra-curricular activities.
  - b. The team will focus on encouraging positive interaction through the use of peer groups, conflict resolution.
  - c. The team will review existing and recommend additional community projects that promote collaboration among students and adults from diverse backgrounds.
  - d. The team will plan displays and events to celebrate diversity of the student body and the surrounding community of each school.
  - e. Print and distribute copies of the diversity plan, instructional strategies to be used, a list of supplementary books and supplies and a calendar of appropriate events to celebrate the ethnic and racial diversity of the student body.
2. Ensure staff is aware of the plan identified above.
  - a. Provide staff orientation to the plan.
  - b. Review the plan at monthly staff meeting to insure the progress towards heterogeneous classes and positive student interaction within the school and throughout the community.

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| ii. Improve student academic 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 |
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**Welborn Middle School will develop and implement a site-based coordinated professional development plan that will stimulate innovation in the classroom and provide staff development in a wide range of instructional strategies.**

*Activities and Strategies*

1. Staff will attend training by CERTL to learn to develop problem-based units during the summer of 2008. Staff will also continue to attend QUEST training to enhance technology use in the classroom.
2. Welborn will hire a Science and Technology Coordinator who will provide instruction to staff regarding innovative methods, teaching strategies and classroom management techniques. They will work with the school's existing Curriculum Facilitator to:
  - a. Support teachers in lesson planning and management
  - b. Provide demonstration lessons using innovative methods and strategies
  - c. Observe lessons and provide feedback to teachers
  - d. Guide teachers/staff/parents in the use of test data for diagnosis and informed instruction.
  - e. Develop a network to support individual teachers in developing innovative and effective classroom methods and practices.
  - f. Prepare reports regarding the site professional development project and progress.

3. Teachers in coordination with the Science and Technology Coordinator and Curriculum Facilitator will develop and revise problem-based units focused on Science and Technology and supporting the NCSCS. One week each summer will be devoted to the development of problem-based units by a team of teachers and they will be revised throughout the year.
4. The Curriculum Facilitator and Science and Technology Coordinator will work with the Office of Professional Development and the Office of Curriculum and Instruction to tailor a plan for staff development training sessions provided by the district. These sessions will focus on such topics as cooperative learning, complex instruction, addressing learning modalities, differentiating instruction, working with language minority students, understanding and implementing Individualized Education Plans, inclusion of Students with Disabilities and Limited English Proficient students, the development of rubrics to assess student work, classroom management, and graphic organizers.
5. Identify basic technology skills all teacher need to acquire. Develop and implement various means of facilitating expanded use of technology and media in the classrooms. Provide professional development sessions that help teachers develop these skills.
6. The Science and Technology Coordinator and Curriculum Facilitator will make a log of services provided and make recommendations to the principal for modifications in the staff development program.

**Welborn will organize a team of teachers and students, linking a group of students with a team of teachers to provide coordinated personal learning plans, instruction and more flexible use of student time.**

*Activities and Strategies*

1. By September 2008, the school will establish grade-level faculty teams that provide instruction in the science and technology curriculum to the same students and enable them to plan and schedule learning activities together and to develop personal learning plans for each student. Opportunities for flexible use of faculty, facilities and time for student learning opportunities will be provided.
2. Provide rosters of students, schedules of common activities and samples of personal learning plans to all staff.

**Provide academic enrichment and support services to enable students to participate in challenging academic course offerings in math, science, social studies, technology, English and foreign language.**

*Activities and Strategies*

1. Welborn will design and implement an academic support program which will provide the following services:
  - a. Develop a scope and sequence of study skills that will help students be successful in more accelerated and challenging curriculum.
  - b. Provide additional instructional support for students before and/or after school.
  - c. Coordinate peer, cross-aged, and community volunteer tutorial services, including recruiting and scheduling services.

- d. Coordinate parent training related to academic support for students (e.g. homework hints, tutorial services, etc.).
- e. Provide student access to computer based work stations before and after school.
- f. Enlist grade level teacher teams to address needs and provide possible solutions in meeting individual needs along with the help of parents and school support personnel.

**Provide personnel, instructional technology, materials and supplies to create classrooms and laboratories to insure academic support and enrichment for students in science, math, English, history/social studies, foreign language and the arts.**

*Activities and Strategies*

1. The Science and Technology Coordinator and Curriculum Facilitator will work with teachers to develop student centered, hands-on, tangible, skill building magnet programs for a diverse student population.
2. Acquire multi-media equipment, materials and supplies to use in the classroom with students and ensure staff is trained to integrate use of the equipment and materials in the classroom. These materials will include laptops, flash drives, LCD projectors and TI-84 calculators to help manage student work and portfolios. Inventories of equipment purchased will be kept as well as copies of orders for equipment, materials and supplies.

**Welborn staff will work with the community to improve and create a curriculum and activities that emphasize the science and technology theme.**

*Activities and Strategies*

1. Under the direction of the Science and Technology Coordinator and the Curriculum Facilitator teachers will create problem-based units that will emphasize the scientific inquiry method and technology integration.
2. The Science and Technology Coordinator and teachers will work with local community members and businesses to partner with the school in exploring science and technology existing around the students. The partnerships may include community service projects and will be promoted throughout the community.
3. Staff will create problem-based units that include integration with real world applications of science and technology.

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| <ol style="list-style-type: none"><li>iii. Implement high quality activities that are directly related to improving student 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 improving vocational, technological, and professional skills</li></ol> |
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**Using input from parents, teachers, students, community and professional groups and working in collaboration with consultants, the school will develop an action/strategic plan and begin implementation of the Science and Technology Magnet Program for grades 6-8 by September 2008.**

*Activities and Strategies*

1. The School-Based Leadership Team led by the Science and Technology Coordinator at the school will attend workshops each summer and follow-up sessions to incorporate concepts and plans into the curriculum. The School-Based Leadership

Team will develop a plan for orientation of faculty and community to the principles of the project based learning focused on science and technology.

- a. Establish timeline for designing and developing an articulated magnet curriculum guide based on science and technology using project-based units with a thematic focus using a multi-cultural perspective. In years 2 and 3 continue to carry out the plan by:
  - i. Scheduling and completing trainings
  - ii. Continuing to develop and align core curriculum with the science and technology theme and the NCSCS including the development of problem-based units and scope and sequence documents
  - iii. Continue to develop and implement the program of inquiry
  - iv. Develop scope and sequence for each subject area, including foreign language
- b. Develop a plan that integrates accelerated reading, writing, and math development into the science and technology program for students who need additional help in those areas based on performance on interim assessments and teacher feedback.
- c. Develop a plan for training faculty to build a system for initiating, managing and maintaining student portfolios that represent key indicators of progress and integrating objectives from the NCSCS in all academic disciplines.
- d. The Magnet Director along with curriculum specialists and other staff from the GCS Curriculum and Instruction office will review the curriculum based on the following questions:

1. To what extent do the student products and presentations embody the theme of the magnet program?
  2. To what extent do the student products represent high quality work by minority and non-minority students?
  3. Based on analysis of what students are doing, where are the best opportunities to build upon current student experiences in ways that will expand and improve emphasis on the theme and its use in integrating instruction across academic areas and to build students' capabilities in the areas of thinking and problem solving?
2. Provide appropriate staff with essential training including problem-based classroom instruction that will enhance teacher effectiveness and student success in a science and technology environment. In years 2 and 3, develop plans to train new staff using the train-the-trainer model.
  3. Begin phase-in implementation of revised problem based units developed by the School-Based Leadership Team and specified teachers during summer work sessions. In years 2 and 3 continue to review and implement the curriculum and plan for sustaining the review process.
  4. Develop and implement model for faculty collaboration with other Science and Technology schools. In years 2 and 3, continue collaboration, particularly with Aycock Middle School and Andrews High School. Provide summary reports from collaboration meetings with other science and technology schools.

**The faculty will align the new magnet curriculum with the North Carolina Standard**

**Course of Study in the core academic areas.**

*Activities and Strategies*

1. Planning teams described in sections above will use documents in their planning that describe the NCSCS in curriculum development.
2. Each grade level team will review its course offerings to ensure that the scope, sequence and content of courses of study address the North Carolina Standard Course of Study appropriately.
  - a. For **reading, language arts and English**, teachers will use research-based instructional strategies as and best-practices and supported by their Curriculum Facilitator. Teachers will use flexible skill grouping designed to respond to students' academic need and to ensure that no student is indefinitely assigned to a long-term skills group. Teachers may use SpringBoard and Accelerated Reading to assist student acceleration.
  - b. For **mathematics**, teachers will use research-based instructional strategies including Algebraic Thinking. They will use flexible skills grouping to respond to individual student needs and strengths.
  - c. For **Science**, teachers will emphasize science concepts through real life application in the classroom, field trips and lab experiments. The Scientific Inquiry methods will be emphasized throughout all subjects.
  - d. For **Social Studies, History and Geography**, teachers will use skills from professional development in Reading in the Content Area and multicultural

programs. These subjects will also provide opportunities to explore the world using multi-cultural themes and community projects.

- e. For **Second Languages**, the school will continue to provide instruction in Spanish and collaborate with community organizations.
  - f. For **art and music**, teachers will collaborate with community arts organizations and develop creative expression through the arts. Students will receive instruction in the visual and performing art, music, chorus, band, and art/music appreciation with an emphasis on history and origin. The Science and Technology Coordinator will work to enrich connections between the Visual and Performing Arts, other curriculum areas and community resources.
  - g. For **vocational, technological and professional skills**, teachers will use problem-based learning and technology infused throughout the curriculum. Students will be required to present and handle data and design and construct of products using a variety of technology and media.
3. Each grade level will map its curriculum in terms of science and technology themes, the NCSCS, with particular attention to areas of need revealed by analysis of the North Carolina End-of-Grade tests goal summaries.
  4. The faculty will present curriculum materials to the Office of Curriculum and Instruction for review to insure integration of the NCSCS core academic subjects.

- |   |
|---|
| iv. Encourage greater parental decision making and involvement. |
|---|

**Parents will participate in workshops, trainings, classroom assistance, advisory boards, School-based Leadership Teams or other school activities that will empower parents to assist their child to participate fully and excel in the science and technology magnet.**

*Activities and Strategies*

1. Develop a strong parent education component and encourage parents to participate in the advisory teams and the Parent Teacher Association.
2. Provide support, classes, information and mentoring for parents (especially non-English speaking parents) and community members in the areas of: literacy, math, special education, school system procedures, communicating with the school and teachers, cultural differences, parents' rights, English, and supporting learning in the home.
3. Implement a series of community seminars, multi-cultural days, and other opportunities designed to increase communication of school system initiatives, culture, community resources, and to solicit community feedback.
4. Insure that non-English speaking parents and students receive information in their native language through a translator or written documentation.
5. Enhance communication to parents by mailing letters or notes to parents, relating a positive contribution by their students; telephone parents about each unreported absence; send home monthly school newsletter; discuss student participation in the magnet program in parent conferences; greet parents of each class on "Open House" night and explain details of the magnet program.

**Welborn will create a Magnet Advisory Group for magnet school development and implementation. The group will include staff, parents, and appropriate community and business representatives.**

*Activities and Strategies*

1. At the beginning of each grant year reconvene the Magnet Advisory Group to reexamine the school's mission, goals, and objectives. Responsibilities will include:
  - a. Provide advice regarding magnet related curriculum and activities.
  - b. Promote opportunities for community collaboration.
  - c. Assist in developing community-based student projects.
  - d. Assist in promoting parent involvement in magnet activities.
  - e. Assist in recruitment and marketing.
  - f. Assist in promoting, securing and/or raising additional resources for magnet activities.
  - g. Provide input to restructuring planning process.

**Welborn will involve at least 75 representatives of community, business, education, government, and professional organizations in magnet activities.**

*Activities and Strategies*

1. Schedule advisory groups, committees, and parent organizations to meet regularly. Invite representatives from Dell, Honda Aircraft, Federal Express, participants in the International Home Furnishings Market and other businesses, agencies and technology firms to address classes, demonstrate equipment usage, conduct tours at their facilities, donate usable resources and provide for community-based projects, and provide mentoring and tutoring services to students.

**Aviation Academy**  
**Andrews High School**  
 1920 McGuinn Drive  
 High Point, NC 27265

**Andrews High School Overview**

*Mission: The mission of T. Wingate Andrews High School is to foster achievement in a caring environment which encourages responsible decision making, life long learning, and respect for individuals and cultural diversity.*

Andrews High School will begin implementation of an Aviation Academy in the 2008/2009 school year. The main purposes of placing the program at Andrews High School are 1) providing the students with a unique opportunity to learn the science, math, and technology related to aviation 2) to draw non-minority students into the school and 3) to improve the academic achievement of students through integration of a comprehensive and rigorous program of study.

Below are the racial demographics and enrollment data based on day ten reports for Andrews for the previous 3 years.

<b>Andrews School Enrollment and Minority Percentages</b>			
	2004/2005	2005/2006	2006/2007
Minority	75%	79%	81%
Non-Minority	25%	21%	19%
Total Enrollment	1212	1079	961

Andrews is located in a suburban neighborhood filled with middle-class, single family homes. In recent years, much of the student population has been bused in and includes students from inner-city as well as rural areas making for a diverse student body coming from many different backgrounds.

Student performance on the EOC tests has only shown significant increases in Algebra I. In all subjects with the exception of English and Algebra, over half the students at Andrews are failing to receive a proficient score on the EOC tests. For more information on school test performance see the information from the North Carolina School Report Card included as an attachment.

Year	Algebra I	Algebra II	Geometry	English I	Biology	Physical Science	Chemistry
2005/2006	55.1	47.7	24.8	60.3	31.6	31.5	37.2
2004/2005	15.6	29.6	18.6	66.3	26.9	27.5	29.4
2003/2004	32.9	45.9	29.1	66.6	36.2	33.2	44.7

In 2005/2006, student performance on EOCs fell well below the district average and Andrews failed to make AYP. This is the fourth consecutive year that Andrews has failed to make AYP. Andrews has a free and reduced lunch population of 59.45%, but is not a Title I school so is not under NCLB sanctions. However, the academic problems at Andrews are causing parents and the community to question the ability of students to receive a quality education at the school.

The enrollment of all students at Andrews has been steadily decreasing. Minority isolation at the school is on the rise. Classes are currently heterogeneously grouped (by race and

academic assessment performance) however due to the minority isolation of the district the classes do not represent grade level averages for the GCS. This year, the student population includes 58% of students on free and reduced lunch, 14% students with disabilities, and 3% students who are Limited English Proficient.

In the last five years, Andrews has been undergoing great changes in student enrolment. As part of an effort to help reduce minority isolation, Andrews along with High Point Central High School and Southwest Guilford High School (two other high schools that serve the High Point area) were part of a school choice plan. The choice plan allowed incoming students in grade 9 to select among three schools with specializations including Andrews Advanced Research and Technology. This plan was abandoned after two years due to great resistance by a subset of families who did not support the plan and wanted to retain neighborhood school zones.

Andrews continues to support the Advanced Research and Technology theme that was a part of the choice plan. Andrews gives students the opportunity to take a myriad of courses in areas of research and technology. Students can take classes in Computer Engineering Technology I and II, Drafting I, Drafting Engineering II and III, Electronics I and II, Networking I, Honors Network Engineering II CISCO, Honors Network Engineering III CISCO, Scientific Visualization I and II, Scientific Visualization Advanced Studies and Honors Network Engineering II Microsoft.

During the last three years, Andrews has been part of a federally supported Smaller Learning Communities grant which has helped support a 9<sup>th</sup> grade academy as well as teacher training in the Talent Development High School model. Andrews has developed an Early College of Health Sciences with local funds. Andrews Early College of Health Sciences offers an opportunity for motivated students to prepare for a future career in the field of health science

to include nursing, biotechnology, respiratory/physical therapy, pharmacy, or medicine to name a few. Students in the program select a rigorous high school curriculum during their first three years in high school which will prepare them for dual enrollments as high school seniors with cost-free tuition their first year in college.

Over the last few years, the community, students and staff at Andrews have been searching for ways to improve their offerings and focus on the technology and research themes as part of their restructuring into smaller learning communities. During this time, their review has revealed the following areas identified for improvement:

- Creating a more student centered system of curriculum delivery and encouraging students to be more proactive in their education.
- Develop additional learning communities in order to provide all students a more personalized educational experience.
- Consistently maintaining higher expectations for student achievement particularly in the subgroups which fall below grade level in End-of-Course test proficiency levels.
- Developing a professional development program that is customized to Andrews staff's needs in providing more effective classroom experiences based on research in and use of differentiation strategies for diverse learners.
- Use of modeling and better "on the spot" classroom level assistance for teachers.
- More effective parent involvement in their child's education.
- Involve colleges and universities in planning for students' future career and/or post-secondary education plans.

The need for reduction in minority isolation and improvement of academic achievement by all sub-groups are parallel with the purposes and program priorities of MSAP. Over the last five years, staff at Andrews has been researching innovative programs and effective methods of instruction to help improve the academic environment at the school. Based on the findings of this self-study as well as developments in the community surrounding the school and community input, a proposal to develop an Aviation Academy at Andrews High School was deemed as the logical next step.

Staff at Andrews has been training in Johns Hopkins' Talent Development High School Model for the past three years. In addition, the school has been focused on hiring and training teachers to build instructional capacity in the technology and research fields. This includes staff that is qualified to teach computer networking and engineering classes including CISCO.

The Magnet Director has been working to develop promotional materials and representatives from the school have discussed the adoption with potential students and their parents. Applications from ninth grade students for the Aviation Academy will be accepted in late spring/early summer 2008. Teachers will attend training and begin designing the new curriculum this year and in summer 2008. By August, 2008 the staff will begin a phased implementation of the Aviation Academy.

#### **Magnet Theme Overview – Aviation Academy**

GCS is partnering with Guilford Technical Community College's T.H. Davis Aviation School at Piedmont Triad International Airport to develop an Aviation Academy as one of Andrews High School's smaller learning communities. The Aviation Academy is intentionally designed as a small, personalized learning environment that facilitates creation of strong relationships between students, students and teachers, and the school and community. The

Aviation Academy will enroll 100 students in grade 9 and 100 students in grade 10 in 2008/2009 and will recruit 100 students in grade 9 each year until reaching its maximum enrollment of 400 students in grades 9-12. The Aviation Academy at Andrews will accomplish its goals through the theme (and “hook”) of aviation and aerospace.

Through the partnership with Guilford Technical Community College’s T.H. Davis Aviation School at Piedmont Triad international Airport, students will have the opportunity to earn college credits that lead to an associates’ degree and/or transfer to a four-year college or university. Students will take many of their courses, particularly in grades 11 and 12, at the GTCC airport campus. Quarterly aviation seminars will be developed for students in grades 9 and 10 to spark and sustain interest during the first phase of the academy—these may include field trips to local partners (e.g., GTCC Aviation Campus, Honda Aircraft, Timco, etc.). They will use facilities that are unique in this region and will familiarize them with the airport environment. The T.H. Davis Aviation School has already begun accepting applications to train workers for Honda Aircraft Co. which will build HondaJets at Piedmont Triad Airport beginning in 2010. The program at T.H. Davis Aviation School prepares students in a two year program to obtain their Federal Aviation Administration licenses in “airframe and power plant” which means they will be highly trained aviation workers able to work on virtually any part of an airplane’s engine or body.

At the Aviation Academy, students will take all of the core subjects – math, science, social studies, and English – all four years. The learning experiences will prepare students for both college and this century’s technology-driven workplace. Students will learn about aviation from multiple perspectives through core subjects as well as seminars taught by school staff, community-college staff, and experts in the field of aviation.

The primary instructional method at the Aviation Academy will be inquiry-driven, technology-enhanced, and problem-based. Each student will be provided a laptop for their use each school year through grant funds. Students will be expected to collect and use current information and authentic data to create knowledge products and form reasoned judgments – design, troubleshoot, improve, plan and carry out, inform, recommend, etc. The learning objective at Andrews Aviation Academy is to develop students’ deep conceptual understandings in each discipline through inquiry, investigation, and application. The aim is for students to analyze and solve authentic problems in creative and logical ways, collaborate with team members, engage with teachers and mentors, and access college programs. Students will be prepared for college, work, and citizenship whether they choose to pursue a career in aviation/aerospace or choose a different path. The thinking and performance skills learned at Andrews Aviation Academy will be transferable across all disciplines and to all professions.

The technology courses provide challenging subject material to enhance students’ reading, writing, science and math skills. They will include aviation classes that begin in with primarily pre-engineering subjects: physics, electricity, materials, fluids, pneumatics, and aircraft design. GCS will also explore the option of including a FAA Pilot Ground School course that will prepare students for flying lessons and private pilot licensure.

### **Staff and Curriculum Development**

Aviation industry professionals are an integral part of the instructional team and will contribute to curriculum design, classroom activities and students project work on a regular basis. Teachers also stay connected to the aviation and aerospace industry through a variety of professional development experiences. This high-level expectation is based on the premise that learning will primarily focus on new and emerging elements of the aviation industry.

In addition, GCS will partner with the Center of Excellence in Research, Teaching, and Learning (CERTL) to provide training for all staff in problem-based learning. Problem-based learning is an educational method that actively engages students in learning by asking them to solve authentic, "real world" problem-cases. Engaging in the PBL method requires students to (1) develop the ability to use science process skills (e.g., data collection, analysis, and interpretation), (2) construct an understanding of science concepts through integrated systems, and (3) utilize cognitive strategies and skills employed in authentic scientific inquiry.

The professional development component provides a week-long PBL Institute totaling 40 hours of training in the methodology with four half-day follow-up sessions and a minimum of three in-classroom consultations. The entire program includes more than 60 contact hours plus a PBL web site registration which provides access to PBL materials, chat forums between schools, and e-mail access to PBL experts.

### **Supporting Students**

Extended time and additional support will be available for all students to meet the high standards established at the Andrews Aviation Academy. This support may include peer and industry tutoring, after school tutoring programs, and summer learning for those students needing additional time.

Helping students meet the challenging standards of a new curriculum will be one of the most critical pieces of implementation of the Aviation Academy. Due to the small nature of the academy, the staff will develop a highly personalized support system which identifies students' areas of need, help them develop skills to meet those needs and provides opportunities for acceleration. Before and after school study center services with adult and peer support will be increased. Andrews will expand its linkages with the community to make additional mentors,

tutors and other support opportunities available to students. It also will expand program to help parents take a more effective role in helping their children both academically and socially. Andrews will have electronics classes with state of the art lab equipment including CISCO networking and A+ Certification classes. Each student will be provided their own laptop during the school year ensuring that no student is penalized due to technology barriers at home.

Another integral component of the program will be parent and community involvement. The staff will create an environment that is inviting to all and welcomes the parents and community to participate in the Aviation Academy. Volunteers will be recruited to add to the total assistance necessary to support students and staff in a successful school. The school administration will build community and higher-education partnerships to strengthen and diversify program offerings and overall support for the school.

#### **Project Design Selection Criteria and Activities**

The following section, describes specific activities planned to address each of the selection criteria. These activities are required to plan and implement effective magnet programs that will attract substantial non-minority students to Andrews Aviation Academy. The school will provide a high quality educational program with high academic standards and use the most effective innovative, researched based teaching methods and practices. They will feature accessible support services that encourage all students to accelerate the development of their skills and knowledge, to seek greater academic challenges and meet or exceed the Adequate Yearly Progress (AYP) target of NCLB. The Andrews Aviation Academy will draw together students of diverse backgrounds and will include experiences that will help develop intercultural understanding and sensitivity. Below are the activities organized using the four selection criteria for assessing the quality of the Project Design indicated in the MSAP Applications Guidelines.

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|--|
| i. Promote desegregation, including how each proposed magnet school will increase interaction among students of different social, economic, ethnic, and racial backgrounds |
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### **Successful Heterogeneous Grouping in Every Class and Activity**

#### *Activities and Strategies*

1. Each year, the staff will work to assemble classes of students that reflect a heterogeneous group of students reflective of the districtwide average of students in that grade. Students in need of additional support in math and reading may be flexibly regrouped for the purposes of accelerated learning.
2. The faculty will incorporate cooperative learning to instruct students how to work with others.
  - a. Provide staff development that will address cultural sensitivity and productive strategies to foster a school culture of acceptance and respect. This training will be provided by the GCS Diversity Office.
  - b. Provide staff development that will assist them in applying innovative instructional methods and practices that will support diverse students with differing learning styles. This training will be provided by the Center of Excellence for Research, Teaching, & Learning (CERTL) and the Office of Curriculum and Instruction and Office of Professional Development, and other outside training contractors as necessary to maintain a staff to teach advanced technology courses.

**Develop a schoolwide plan for increased interaction among diverse students in curricular and extra-curricular activities**

*Activities and Strategies*

In year 1, Andrews will develop a Diversity Team of teachers, parents and students who will meet prior to the opening of the school and continue to monitor progress on these objectives throughout the school year. In year 2 and 3, the team will continue the process of review and update of the plan.

1. The Diversity Team will review current strategies for promoting positive interaction among students and devise a plan which will increase interaction among students.
  - a. Review current programs and develop strategies for involving underrepresented groups in athletics, clubs, student government and other extra-curricular activities.
  - b. The team will focus on encouraging positive interaction through the use of peer groups, conflict resolution.
  - c. The team will review existing and recommend additional community projects that promote collaboration among students and adults from diverse backgrounds.
  - d. The team will plan displays and events to celebrate diversity of the student body and the surrounding community of each school.
  - e. Print and distribute copies of the diversity plan, instructional strategies to be used, a list of supplementary books and supplies and a calendar of appropriate events to celebrate the ethnic and racial diversity of the student body.
2. Ensure staff is aware of the plan identified above.

- a. Provide staff orientation to the plan.
- b. Review the plan at monthly staff meeting to insure the progress towards heterogeneous classes and positive student interaction within the school and throughout the community.

ii. Improve student academic 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

**Aviation Academy at Andrews will develop and implement a site-based coordinated professional development plan that will stimulate innovation in the classroom and provide staff development in a wide range of instructional strategies.**

*Activities and Strategies*

1. Staff will attend training by CERTL to learn to develop problem-based units during the summer of 2008. Staff will also attend QUEST training and other specialist technology training as necessary. This training will assist teachers in planning active learning experiences for a diverse student population.
2. Andrews will hire an Aviation Academy Coordinator who will provide instruction to staff regarding innovative methods, teaching strategies and classroom management techniques. They will work with the school's existing Curriculum Facilitator to:
  - a. Support teachers in lesson planning and management
  - b. Provide demonstration lessons using innovative methods and strategies
  - c. Observe lessons and provide feedback to teachers
  - d. Guide teachers/staff/parents in the use of test data for diagnosis and informed instruction.

- e. Develop a network to support individual teachers in developing innovative and effective classroom methods and practices.
  - f. Prepare reports regarding the site professional development project and progress.
3. Teachers in coordination with the Aviation Academy Coordinator and Curriculum Facilitator will develop and revise problem-based units on the NCSCS and Aviation Academy curriculum. One week each summer will be devoted to the production of problem based units by a team of teachers and they will be revised throughout the year.
  4. The Curriculum Facilitator and Aviation Academy Coordinator will work with the Office of Professional Development and the Office of Curriculum and Instruction to tailor a plan for staff development training sessions provided by the district. These sessions will focus on such topics as cooperative learning, complex instruction, addressing learning modalities, differentiating instruction, working with language minority students, understanding and implementing Individualized Education Plans, inclusion of Students with Disabilities and Limited English Proficient students, the development of rubrics to assess student work, classroom management, and graphic organizers.
  5. Identify basic technology skills all teacher need to acquire. Develop and implement various means of facilitating expanded use of technology and media in the classrooms. Provide professional development sessions that help teachers develop these skills. Ensure staff is appropriately trained to teach student courses in Network Administration, Network Engineering Technology (including CISCO and Nortel

Networks), Computer Engineering and Program Technology (including C++ and Visual Basic), and advanced engineering technology including mechanical and electronics.

6. The Aviation Academy Coordinator and Curriculum Facilitator will make a log of services provided and make recommendations to the principal for modifications in the staff development program.

**Andrews Aviation Academy will organize a team of teachers and students, linking a group of students with a team of teachers to provide coordinated personal learning plans, instruction and more flexible use of student time.**

*Activities and Strategies*

1. By September 2007, the school will establish grade-level faculty teams that provide instruction to the same students and enable them to plan and schedule learning activities together and to develop personal learning plans for each student. Opportunities for flexible use of faculty, facilities and time for student learning opportunities will be provided.
2. Provide rosters of students, schedules of common activities and samples of personal learning plans to all staff.

**Provide academic enrichment and support services to enable students to participate in challenging academic course offerings in math, science, social studies, technology, English and foreign language.**

*Activities and Strategies*

1. Andrews Aviation Academy will design and implement an Academic Support program which will provide the following services:

- a. Develop a scope and sequence of study skills that will help students be successful in more accelerated and challenging curriculum.
- b. Provide additional instructional support for students before and/or after school.
- c. Coordinate peer, cross-aged, and community volunteer tutorial services, including recruiting and scheduling services.
- d. Coordinate parent training related to academic support for students (e.g. homework hints, tutorial services, etc.).
- e. Enlist grade level teacher teams to address needs and provide possible solutions in meeting individual needs along with the help of parents and school support personnel.

**Provide personnel, instructional technology, materials and supplies to create classrooms and laboratories to insure academic support and enrichment for students in science, math, English, history/social studies, foreign language and the arts.**

*Activities and Strategies*

1. The Aviation Academy Coordinator and Curriculum Facilitator will work with teachers to develop student centered, hands-on, tangible, skill building magnet programs for a diverse student population.
2. Acquire multi-media equipment, materials and supplies to use in the classroom with students and ensure staff is trained to integrate use of the equipment and materials in the classroom. These materials will include laptops, flash drives, LCD projectors and TI-84 calculators to help manage student work and portfolios. In addition, the MSAP funds will allow for a purchase of flight simulator equipment for advanced aviation

classes. Inventories of equipment purchased will be kept as well as copies of orders for equipment, materials and supplies.

**Andrews Aviation Academy staff will work with the community to improve and create a curriculum and activities that emphasize the Aviation theme.**

*Activities and Strategies*

1. Under the direction of the Aviation Academy Coordinator and the Curriculum Facilitator teachers will create units of inquiry that will emphasize science, technology, math and aviation.
2. The Aviation Academy Coordinator and teachers will work with local community members and businesses to partner with the school in exploring aviation links and job shadowing opportunities. The partnerships may include community service projects and will be promoted throughout the community.
3. Staff will create units of inquiry that include integration with real world applications of science, technology and aviation.

iii. Implement high quality activities that are directly related to improving student 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 improving vocational, technological, and professional skills
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**Using input from parents, teachers, students, community and professional groups and working in collaboration with consultants, the schools will develop an action/strategic plan to guide implementation of the Andrews Aviation Academy by September 2008.**

*Activities and Strategies*

1. The School-Based Leadership Team led by the Andrews Aviation Academy Coordinator at the school will attend workshops each summer and follow-up sessions

to incorporate concepts and plans into the curriculum. The School-Based Leadership Team will develop a plan for orientation of faculty and community to the principles of the project based learning focused on aviation.

- a. Establish timeline for designing and developing an articulated magnet curriculum guide based on aviation using project-based units of inquiry with a thematic focus using a multi-cultural perspective. In years 2 and 3 continue to carry out the plan by:
  - i. Scheduling and completing trainings
  - ii. Continuing to develop and align core curriculum with the aviation theme and the NCSCS including the development of units of inquiry and scope and sequence documents
  - iii. Continue to develop and implement the program of inquiry
  - iv. Develop scope and sequence for each subject area, including foreign language
- b. Develop a plan that integrates accelerated reading, writing, and math development into the aviation program for students who need additional help in those areas based on performance on interim assessments and teacher feedback.
- c. Develop a plan for training faculty to assess students using assessments that represent key indicators of progress and integrating objectives from the NCSCS in all academic disciplines.

d. The Magnet Director along with curriculum specialists and other staff from the GCS Curriculum and Instruction office will review the curriculum based on the following questions:

1. To what extent do the student products and presentations embody the theme of the magnet program?
  2. To what extent do the student products represent high quality work by minority and non-minority students?
  3. Based on analysis of what students are doing, where are the best opportunities to build upon current student experiences in ways that will expand and improve emphasis on the theme and its use in integrating instruction across academic areas and to build students' capabilities in the areas of thinking and problem solving?
2. Provide appropriate staff with essential training that will enhance teacher effectiveness and student success in an aviation academy environment. In years 2 and 3, develop plans to train new staff.
  3. Begin phase-in implementation of revised problem based units developed by the School-Based Leadership Team and specified teachers during summer work sessions. In years 2 and 3 continue to review and implement the curriculum and plan for sustaining the review process.
  4. Develop and implement model for faculty collaboration with other aviation and technology themed schools. In years 2 and 3, continue collaboration, particularly

with Welborn Middle School. Provide summary reports from collaboration meetings with other aviation and technology themed schools.

**The faculty will align the new magnet curriculum with the North Carolina Standard**

**Course of Study in the core academic areas.**

*Activities and Strategies*

1. Planning teams described in sections above will use documents in their planning that describe the NCSCS in curriculum development.
2. Each grade level team will review its course offerings to ensure that the scope, sequence and content of courses of study address the North Carolina Standard Course of Study appropriately.
  - a. For **reading, language arts and English**, teachers will use research-based instructional strategies as and best-practices and supported by their Curriculum Facilitator. Teachers will use flexible skill grouping designed to respond to students' academic need and to ensure that no student is indefinitely assigned to a long-term skills group.
  - b. For **mathematics**, teachers will use research-based instructional strategies and problem based learning units. They will use flexible skills grouping to respond to individual student needs and strengths. It will be recommended that students complete Algebra I in grade 8 and take math each year in the program. (*Note: Since 2003, GCS has required all students in grade 8 to take Algebra I.*)

- c. For **Science**, teachers will emphasize science concepts through real life application in the classroom, field trips and lab experiments. Students will use the scientific method of inquiry throughout the curriculum.
  - d. For **Social Studies, History and Geography**, teachers will use skills from professional development in Reading in the Content Area and multicultural programs. These subjects will also provide opportunities to explore the world using multi-cultural themes and community projects.
  - e. For **Second Languages**, the schools will offer languages including Spanish and will collaborate with community organizations.
  - f. For **art and music**, teachers will collaborate with community arts organizations and develop creative expression through the arts.
  - g. For **vocational, technological and professional skills**, teachers will use problem-based learning and technology infused throughout the curriculum. Students will be required to present and handle data and design and construct of products using a variety of technology and media.
5. Each grade level will map its curriculum in terms of science and technology themes, the NCSCS, with particular attention to areas of need revealed by analysis of the North Carolina End-of-Grade tests goal summaries.
6. The faculty will present curriculum materials to the Office of Curriculum and Instruction for review to insure integration of the NCSCS core academic subjects.

iv. Encourage greater parental decision making and involvement.

**Parents will participate in workshops, trainings, classroom assistance, advisory boards, School-based Leadership Teams or other school activities that will empower parents to assist their child to participate fully and excel in the science and technology magnet.**

*Activities and Strategies*

1. Develop a strong parent education component and encourage parents to participate in the advisory teams and the Parent Teacher Association.
2. Provide support, classes, information and mentoring for parents (especially non-English speaking parents) and community members in the areas of: literacy, math, special education, school system procedures, communicating with the school and teachers, cultural differences, parents' rights, English, and supporting learning in the home.
3. Implement a series of community seminars, multi-cultural days, and other opportunities designed to increase communication of school system initiatives, culture, community resources, and to solicit community feedback.
4. Insure that non-English speaking parents and students receive information in their native language through a translator or written documentation.
5. Enhance communication to parents by mailing letters or notes to parents, relating a positive contribution by their students; telephone parents about each unreported absence; send home monthly school newsletter; discuss student participation in the magnet program in parent conferences; greet parents of each class on "Open House" night and explain details of the magnet program.

**Andrews Aviation Academy will create a Magnet Advisory Group for magnet school development and implementation. The group will include staff, parents, and appropriate community and business representatives.**

*Activities and Strategies*

1. At the beginning of each grant year reconvene the Magnet Advisory Group to reexamine the school's mission, goals, and objectives. Responsibilities will include:
  - a. Provide advice regarding magnet related curriculum and activities.
  - b. Promote opportunities for community collaboration.
  - c. Assist in developing community-based student projects.
  - d. Assist in promoting parent involvement in magnet activities.
  - e. Assist in recruitment and marketing.
  - f. Assist in promoting, securing and/or raising additional resources for magnet activities.
  - g. Provide input to restructuring planning process.

**Each school will involve at least 75 representatives of community, business, education, government, and professional organizations in magnet activities.**

*Activities and Strategies*

1. Schedule advisory groups, committees, and parent organizations to meet regularly. Invite representatives from GTCC, Honda Aircraft, Federal Express, and other businesses, agencies and technology firms to address classes, demonstrate equipment usage, conduct tours at their facilities, donate usable resources and provide for community-based projects, and provide mentoring and tutoring services to students.

#### **D. BUDGET AND RESOURCES (5 points)**

The Guilford County Schools has adequate resources to support the six schools included in this project. The project is designed to effectively use federal, state, and local resources to meet the goals of the MSAP, including reducing racial and socio-economic isolation and improving achievement for all students. The funds requested in this grant will solidify the foundations of these programs to facilitate the growth and success of these programs for years to come.

##### **1. The adequacy of the facilities that the applicant plans to use**

The six school sites selected for this project provide adequate facilities to support the magnet themes to be offered at each of the sites. Washington Elementary School will have significant improvements to classrooms in order to accommodate the teaching methods of Montessori. The five other schools are either recently constructed or have undergone renovations recently to update their facilities. GCS will ensure that all six facilities are maintained and updated, when appropriate, to keep the programs attractive to students and suitable to the programs. All facilities will meet fire, safety, earthquake and asbestos standards mandated by the State of North Carolina, and will be accessible to the disabled.

##### **Washington Elementary School – Montessori**

Washington Elementary was originally constructed in 1951 and expanded or improved in 1958, 1960 and 1963. The campus contains 49,723 square feet on 6.087 acres close to downtown Greensboro with a capacity of 481 students. The buildings include a cafeteria, media center and computer lab as well as 18 regular classrooms. These classrooms will be updated with local and MSAP funding to accommodate the Montessori specifications for a learning environment. This will include additional bathrooms and sinks in classrooms, exits to the outside for each classroom and expanded workspace for students to include space for individual

as well as group work. When renovations are completed, the Washington facilities will support the magnet theme adequately.

**Northwood Elementary – International Baccalaureate Primary Years Programme**

Northwood was originally constructed in 1959 and the latest renovations to the High Point school occurred in 2002. The campus has a total of 67,972 square feet and has a cafeteria, computer lab, media center and outside play areas on a total of 29.31 acres. There are now a total of 24 regular classrooms with a capacity of 774 students.

The 2002 upgrades were funded as part of the 2000 bond package. The school received a new classroom addition building of 11,700 sq.ft. This consisted of regular classrooms, self-contained classrooms, and resource rooms which provided an additional 124 seats. This project also included technology upgrades for the entire school, furniture and equipment for the new areas, kitchen renovations, and additional parking.

**Hairston Middle School – International Baccalaureate Middle Years Programme**

Hairston Middle School was constructed in 2002 and is on a campus of 46.15 acres in eastern Greensboro. The building is 141,332 square feet, has 29 regular classrooms and capacity for 878 students. The campus includes a main gym, auxiliary gym, cafeteria, auditorium, amphitheater, media center, science labs, 2 computer labs, 4 vocational/business labs and a track and field. The campus is adjacent to the Falkener Elementary School which was recently authorized as an International Baccalaureate Primary Years Programme.

**Ferndale Middle School – International Baccalaureate Middle Years Programme**

Ferndale Middle School is located close to downtown High Point and was originally constructed as a three story building in 1931 on a campus of 10.8 acres. The campus includes a gym, an auxiliary gym, cafeteria, science labs, computer labs and a media center. The

campus is adjacent to High Point Central High School campus and the two schools share a baseball field, track and football field.

The campus is undergoing improvements to the building this year. The building has been upgraded or expanded previously in 1937, 1948, and 1982. The current project will include six new core classrooms, two auxiliary classrooms, a cafeteria addition, accessibility and life safety upgrades, heating and air conditioning upgrades, and furniture and equipment upgrades. The project also contains technology infrastructure and equipment that will enhance the ability of students to participate in technology centered classrooms. The project budget is \$4,681,585. Once the construction at Ferndale is complete (estimated to be June 2007), Ferndale's campus will include 29 regular classrooms in over 157, 898 square feet.

#### **Welborn Middle School – Science and Technology**

Welborn is located in High Point and was originally constructed in 1958 and was updated in 1961 and most recently in 2001. The school has 139, 188 square feet of space on a 9.8 acre campus with 38 classrooms and a capacity of 1008 students. The campus includes a cafeteria, a gym, band/chorus room, media center, computer labs, auditorium, science labs and they share athletic fields with Andrews High School.

The most recent addition in 2001 was funded with the 2000 bond referendum. The improvements included the addition of a new classroom building, expanded media center, resource rooms, kitchen expansion, encore areas, new auxiliary gym, and technology for the entire school. Additional parking spaces were added, too.

#### **Andrews High School – Aviation Academy**

Andrews High School was originally constructed in 1967 and was updated in 1973 and most recently in 2000. The campus includes 44.92 acres and has 230,224 square feet of space

with capacity for 1260 students. There are 32 classrooms on campus along with a cafeteria, gym and auxiliary gym, media center, computer labs, auditorium, band/orchestra room, CTE classrooms, baseball field, volleyball courts, basketball courts and practice fields. The most recent renovation in 2000 included the addition of a new classroom building, minimal cafeteria expansion, kitchen A/C, and technology for the entire school. Additional parking spaces were added, too.

GCS anticipates that some of the dual enrolled students participating in the Aviation Academy will attend classes at the T.H. Davis Aviation School at Piedmont Triad International Airport. This facility includes the space and equipment to train workers to be FAA approved for licenses in "airframe and power plant". The space allows students to train on equipment that will prepare them to work on virtually any part of an airplane's engine or body.

## **2. The adequacy of the equipment and supplies that the applicant plans to use**

District funds will be provided to purchase equipment, textbooks, instructional materials and supplies as part of the basic school program. Additional equipment and supplies needed to implement the thematic programs in the magnet schools are requested as part of this application. All textbooks and consumable supplies are provided at no cost to students. During the school year, additional supplies and equipment will be provided from a variety of funding sources on an as needed basis in support of all standard areas of the curriculum as well as unique and individual needs of the magnet school.

Each magnet program will be supported by the most up to date equipment. Additional supplies and materials will be obtained to support the magnet theme at each school. These supplies include computers, software, IPODs, calculators and flash drives to support advanced media projects for students. Media centers at each school will be stocked with additional

materials to support the magnet themes both for students and school staff. These materials and equipment will be adequate to support the magnet programs. An equipment and supplies budget can be found within the project budget.

All supplies, equipment and materials will be purchased in accordance with policies set forth in the purchasing manuals of the State of North Carolina, Purchase and contract Division and applicable North Carolina general statutes. The school system intends that its purchasing be conducted on an open, ethical and sound basis so that the taxpayers receive full value for each dollar spent. The District has established guidelines that govern the purchases of supplies, equipment and/or materials in accordance with the requirements of North Carolina General Statute (NCGS) 115C-522.1. The District is also committed to maintaining fair and open competition when making small purchases and in seeking competitive quotations/bids.

All supplies and equipment that will be purchased with Magnet Schools Assistance Program funds will supplement, and not supplant supply and equipment purchases. That is, the Guilford County Public Schools will purchase all supplies and equipment needed to implement the required curricula so that all students learn. It will request only those supplies and equipment that will be used specifically to implement the magnet themes discussed in this proposal. The Guilford County Public Schools will not decrease the amount of money normally spent on supplies, equipment, computers, computer software, text books, library books, etc. at the proposed magnet schools.

**3. The adequacy and reasonableness of the budget for the project in relation to the objectives of the project**

The estimated budget for MSAP funds for this proposed project totals \$9,441,115 or an average of \$3,147,038 a year over three years. The funds requested are required to initiate

implementation of the new magnet school programs. GCS will assume the costs to maintaining these programs after Federal funding has ended.

By the fall of 2009, approximately 5,015 students will be directly impacted as a result of MSAP funding. Based upon this projection, the estimated per pupil cost is reasonable approximately \$1,883 per child.

As shown in the detailed budgets included in the Budget Information Section of the application, the funds requested will support the following activities among others:

- Curricula development;
- teacher training;
- 6 magnet coordinator positions to facilitate program implementation;
- 2 language instructor to assist in fulfilling the IB curriculum;
- specialized equipment and supplies relating to the themes of the magnet programs;
- student recruitment and promotional activities; and
- minor restructuring of classrooms and furniture.

For the **IB Programmes** (Northwood, Ferndale, Hairston), funds are requested for *resources* that include mobile learning labs with laptops and software to perform research and develop products. Curriculum support materials such as books, foreign language supplies and equipment such as IPODs and Rosetta stone and software related to international current events and cultures aligned with the curriculum are also included. For *personnel*, funds are requested for an IB coordinator for each school who will manage ongoing professional development, document program implementation, and work with staff to create their units of inquiry. At Hairston, funds are also requested to support two Spanish language instructors who will teach

foreign language and work with teachers to integrate cultural studies across disciplines. At Ferndale, funds are also requested to extend the school year by 20 additional days which will allow for additional instructional time and enrichment activities to take place. For *professional development*, funds will be used to send teachers to IBO sponsored training and to learn how to integrate IB inquiry units, differentiate instruction, implement IB strategies and integrate technologies into the IB program.

For the **Montessori** program (Washington), funds are requested for *resources* that help to integrate the Montessori method in the classroom. These will include manipulatives, furniture and related instructional supplies. For *personnel*, the request includes funds for a Montessori Coordinator to help with the implementation of the program. The Coordinator will manage professional development, document program implementation, and work with staff as they create new curriculum for their Montessori classrooms. Funds are also included in personnel that will allow for the addition of 20 extra instructional days to the year beginning in 2008/2009. This will provide additional instructional time and enrichment activities available to all students. For *professional development*, the Montessori certification for teachers will be included. This certification is required for Montessori schools and will be provided for a total of 8 teachers and 8 teacher assistants as well as the principal, Montessori Coordinator and Magnet Director. Through an agreement with the University of North Carolina at A&T, 8 teachers will also be given the opportunity to earn their Master of Art in Early Education. For *construction*, funds will be spent to complete minor restructuring of the classrooms that will be outfitted to create an environment necessary to deliver the Montessori curriculum. These will include cabinetry and storage space for students and additional playground equipment to accommodate the mixed age class groupings.

For the **Science and Technology Program** at Welborn, funds are requested for *resources* that help integrate the scientific inquiry method and technology into the classroom. Most importantly, it will include a laptop computer for each student in the school. It will also include kits from CERTL that assist in teaching problem based units as well as software that will familiarize students with working with advanced technology. It will also include calculators and flash drives to support student portfolios and group work. For *personnel*, the request includes a Science and Technology Coordinator who will help implement the program and integrate technology and the scientific method throughout the curriculum. For *professional development*, the grant includes funds that will train teachers at CERTL in teaching using problem based units and Kagan training which supports cooperative learning.

For the **Aviation Academy**, funds are requested for *resources* that help integrate the scientific inquiry method and technology into the classroom. These will include kits from CERTL that assist in teaching problem based units as well as software and flight simulators that will familiarize students with working with aviation technology. It also includes funding for flash drives, calculators and a laptop for each student which will support student portfolio work and group projects. For *personnel*, the request includes an Aviation Academy Coordinator who will help implement the program and integrate technology and the scientific method throughout the curriculum. For *professional development*, the grant includes funds that will train teachers at CERTL in teaching using problem based units as well as Kagan training which helps support cooperative learning.

GCS has a proven track record of supporting magnet programs once federal grant funding has ended. GCS is currently funding over 40 magnet and high school option programs and funding is only being requested to support 6 additional programs. GCS will remain committed to

providing magnet schools with the resources necessary to preserve their unique program elements over time and to meet the goal of promoting equity and student achievement across the system. All of the budget requests included in the plan have a direct link to the program purposes and what is necessary at each school to meet them.

#### **E. EVALUATION PLAN (15 points)**

**The extent to which the evaluation plan for the project –**

- 1. Includes methods that are appropriate to the project;**
- 2. Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and**
- 3. Includes methods that are objective and that will produce data that are quantifiable**

#### **Evaluation Design**

This evaluation will provide a comprehensive examination of Guilford County's Magnet Schools Assistance Program (MSAP) project. It is hoped that it will assist school staffs and school district personnel modify and improve project performance during the funding cycle, will assist school district personnel in designing future education programs, will help parents better understand Guilford County's magnet school program, and will give those interested in magnet schools valuable information that will strengthen projects in other places. In addition, this evaluation will produce information needed by the United States Department of Education to properly evaluate the effectiveness of this project.

The evaluation will span the three years of the MSAP grant cycle, drawing data from a variety of sources. A report will be submitted at the end of each project year. Each of the three reports (two annual performance reports and one final report) will address the project objectives and MSAP Performance Indicators. Project objectives span three years, the length of the project. However, progress toward the achievement of these objectives will be assessed annually to ensure the timely modification of program components that are not making sufficient progress.

Formative evaluation reports will be written for internal district and school use. They will be utilized in a process of program review, reflection and improvement that will be described later in this section.

The Guilford County Schools magnet project evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g., demographic information and standardized test results) will be used in conjunction with questionnaire, interview and observation data as well as with qualitative data resources (e.g., school improvement plans, developed curriculum materials, parent activity logs, professional development records) in order to ensure a thorough and balanced evaluation. By answering basic questions about the extent, nature, and reasons for program success (or lack thereof), this rich supply of information will help project and school staff make needed mid-course modifications. Project outcomes will be reported on both a district-wide and a school-by-school basis to provide the most accurate assessment of the project; what is working well at one school is not necessarily working at all at another, or is working well there for an entirely different set of reasons.

What follows is a description of the data, data collection instruments (e.g., test, surveys, protocols), and methods of analysis that will be used during the course of this evaluation. There will also be a discussion of the formative evaluation process, a summary of how data will be collected for each project objective, and an evaluation work scope/timeline.

### **Data Collection**

The contractor (AES) will develop a complete set of data collection instruments (including surveys, observation and interview protocols and document requests) designed to

provide sufficient information to address project objectives and MSAP Performance Indicators and to supplement extant data. The data to be collected will include:

**School Improvement Plans:** Every Guilford County school produces a school improvement plan which includes a needs assessment, an analysis of student test data, and activities that are aimed at improving instruction and student achievement. Each magnet school will provide the evaluation contractor with its plan. Each plan will include four subplans: (1) systemic reform/curriculum alignment; (2) magnet theme development and implementation; (3) professional development; and (4) parent participation.

**Student achievement, demographic and other data:** The contractor will collect achievement and other data needed to address project objectives related to student academic achievement (Program Purpose 4 objectives). School, grade and class level racial and ethnic student census data collected by the district will indicate the extent to which each school and the project succeeds in meeting Program Purpose 1 objectives including reducing, eliminating, and preventing minority group isolation.

**Document requests:** The contractor will request documentation from magnet school classroom teachers and MSAP supported staff to assist in determining the quality and extent of MSAP implementation. For example, all units and lessons developed as a result of this project will be documented and samples submitted to the evaluators. The uses of MSAP human and material resources will be documented as will changes in teaching methods. Lists of professional development opportunities and the materials that accompanied those seminars will be collected.

**Observations:** The evaluation contractor will develop a standardized observation protocol for project schools, with input from the principals and the project director, to be used during quarterly visits to each magnet school. These site visits are conducted by trained

evaluators who also have extensive experience as magnet school practitioners. During each visit, the site visitor will observe lessons, lesson planning and curriculum writing, and interview school personnel, students and parents. Interviews will be designed to shed light on, among other topics: how the magnet theme is being developed and implemented, what instructional methodologies are being used, how professional development is being implemented and applied, what impact magnet personnel and materials are having on the educational program of the school, and how the theme is incorporated into daily lessons, student work, and the overall culture of the school. Note that site visits will also serve as an opportunity for evaluators to work formatively with schools, a process discussed in more detail later in this section.

**Principal, teacher, student and parent surveys and interviews:** Teacher, student and parent surveys have been developed by the Education Alliance of Brown University in cooperation with the evaluation firm American Education Solutions (AES). These surveys were a product of a nine year evaluation project involving nine MSAP funded districts in which survey data and student test scores were collected and analyzed. *Survey items are directly related to the purposes of the MSAP and the objectives of this proposal.*

Teacher surveys will be administered annually to all classroom teachers at both magnet and comparison schools. Student data will be collected by sampling one grade from each school. For example, students in grade 4 will be surveyed from each elementary school. Parents will be surveyed by selecting a random sample of classes from each school, then sending surveys home. Parent surveys may also be administered at parent workshops or other functions if necessary.

Teachers and students at several non-magnet schools with racial and socio-economic compositions similar to those of the magnet schools will also be surveyed. These comparison schools will help place magnet survey responses in greater context, in addition to serving as a

benchmark by which to measure them. Follow-up interviews with magnet teachers, administrators, and with the project director will also go into greater depth regarding magnet implementation and will help place teacher survey responses in context.

### **Formative Evaluation and Reporting**

The evaluation contractor will aid in the continual improvement of magnet program implementation over the course of the grant period by tracking the degree to which magnet schools are achieving project objectives and activities throughout the school year. This type of monitoring helps evaluators and program staff: (1) have an on-going view of the implementation of the project; (2) increase the degree of attainment of project objectives; and (3) have the ability to modify the objectives and/or activities, if necessary, before the end of the school year.

Formative evaluation returns information about a program to those implementing it to better achieve its objectives and improve program performance. In this process, teachers, school administrators, and district administrators are viewed as data users, not simply suppliers of data. The power of the process rests in its ability to help teachers and administrators identify where they are going, how to improve the journey, and whether they have arrived. It is a process for communicating, building support, and developing a shared vision throughout the school community. All data collected by the evaluators will be used to facilitate the overall planning and implementation process for administrators and teachers.

The formative evaluation process for this project can be divided into several components: (1) Planning; (2) survey analysis and reporting; (3) site visits, observations, and interviews; and (4) recommendations.

**Planning:** Each school improvement plan will incorporate the purposes, objectives and activities of this Magnet Schools Assistance Program (MSAP) grant application. As part of this

planning process, every school will create magnet standards which, together with State academic content and student academic achievement standards, will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics and protocols used in the peer review of lessons. This process will insure that there is a clear definition of how the magnet theme will be integrated with other subjects and agreement among teachers, the school administration and the magnet program staff on the content and instructional methods that will be used to present magnet theme related units, lessons and courses to students.

**Survey Analysis and Reporting:** The data gathered through surveys will be used by the evaluators to structure interviews and observations in each of the magnet schools to better determine the progress that schools are making toward each of the program objectives. Survey results will also be used to assist schools in determining how to modify program activities to make them more effective. Statistical manipulation of response choices will be implemented to facilitate the analysis. For example, 4-point, continuous response scales such as the strongly agree – strongly disagree will be averaged and the mean responses were tested separately for the magnet/comparison schools. T-tests will be used whenever possible, to test for significant differences between the means.

Several reports are generated from the survey data. First is a graphical report comparing magnet schools in aggregate to comparison schools in aggregate. Each survey item will be tested to determine whether significant differences are present between the magnet and comparison responses. The results for each item will be presented as pie, bar, or line graphs to allow for easy interpretation by school and district staff. *These reports will be used to present and discuss district results emphasizing district trends.*

In addition, survey items for each school will be compiled in separate tabular reports. In these reports, tables highlight the differences in response patterns between each of the magnet and comparison schools that were surveyed. This data is then used during site visits to help facilitate discussions and structure observations and interviews concerning the extent and quality of implementation for each of the objectives of this grant. *These reports will be used to help individual schools examine the quality and extent of their MSAP implementation.*

**Site Visits, Observations, and Interviews:** Even though surveys are a valuable formative data collection tool (they query large numbers of the people who have the most detailed knowledge of the extent and quality of program implementation) follow-up site visits that include classroom observations and interviews of teachers, administrators, students and parents are an essential supplement.

**Recommendations:** Throughout the process of planning, surveys, site visits, observations and interviews, reports and follow-up discussions, schools are focusing on the same objectives, performance indicators, and activities. They have produced detailed implementation plans including sub-plans for curriculum alignment/systemic reform, magnet development and implementation, professional development, and expansion of their parent programs. The surveys, observations and follow-up interviews focus on these same domains. Therefore, the recommendations that the evaluators will make to each school, and to the program director, will be based on this work, and will in fact be a logical extension of this work. Recommendations will be presented by the evaluators both in writing and through discussion groups. There will be recommendations for improvement for each of the domains described above. In addition, exemplary areas will be highlighted.

## Summative Evaluation and Reporting

The contractor will conduct a comprehensive evaluation of the impact of the MSAP on Guilford County's magnet schools. One aspect of this work is to determine the extent to which program objectives are attained. The primary data sources for this evaluation were described in some detail above. The evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs. The following section details each of the program purposes, the objectives related to those purposes, and the means through which evaluators will assess the degree to which Guilford County Schools has successfully met these objectives.

**Program Purpose (1):** Elimination, reduction, prevention of minority group isolation.

***Summary of Objectives:*** For each project year: **(1.1)** Minority group isolation will be reduced at each magnet school. **(1.2, 1.3)** Applicant pool for each magnet school: The proportion of White/Caucasian students will exceed the current enrollment; the number of applicants will exceed the number of available seats. **(1.4)** No feeder school will become minority group isolated or (No feeder school will exceed the district-wide average of minority students for that grade level.) **(1.4)** Class minority:non-minority ratios will not deviate from grade ratios by more than 15%.

***How Objectives will be Measured:*** Guilford County Schools collect data detailing the distribution of its racial and ethnic minority students at the beginning of the school year. Every principal must identify the racial/ethnic composition of every class in the school. The racial/ethnic survey will be completed and published by October of each school year. The Magnet Director will be responsible for the collection of this data. The racial/ethnic census data

will be compiled for all Guilford County schools, including all magnet and feeder schools and will be used to determine whether these objectives have been achieved.

**Program Purpose 2:** Develop, implement magnet school projects that will assist LEA's in achieving systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards. *Summary of Objectives:* **(2.1)** Magnet schools will complete school improvement plans with goals, objectives, and activities related to the MSAP performance indicators and purposes and the objectives and activities of this project. **(2.2)** Surveys will measure teacher perceptions of school planning. **(2.3)** Magnet resource teachers will facilitate and support the implementation of systemic reforms and provide all students with the opportunity to meet challenging State academic content standards and student academic achievement standards. **(2.4)** Each year, there will be an increase in the numbers of parents who participate in various magnet school activities.

***How Objectives Will Be Measured:***

**(2.1, 2.2)** School-Based Leadership Teams will log the dates, locations, attendance, agendas, and minutes of their meetings. Logs and of School Improvement Plans will be collected by the project director and made available to the evaluators. **(2.1, 2.2, 2.3)** Teacher survey items directly related to the school improvement and magnet planning process, and the use of magnet resource teachers will be used to determine the program's success on objectives 2.1 through 2.3. **(2.4)** Meeting agendas, workshop notices, and sign-in sheets will be used to determine the number of parent participants for each activity. Parents and students will be surveyed and interviewed to determine the frequency of parent activities and the impact they had on students, their home learning environments, and the attitudes of parents and students towards school.

**Program Purpose 3:** Development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public education programs. *Summary of Objectives:* **(3.1)** Magnet Coordinators will facilitate and support the development and implementation of magnet themes. **(3.2, 3.3)** Magnet theme related units, lessons and courses will be developed, used with students for a specific number of minutes per week and published.

***How Objectives Will Be Measured:***

**(3.1, 3.2, 3.3) Program fidelity** (the degree to which the program is implemented as intended) will be determined in the areas of **dosage** (number of minutes per week/year and proportion of instructional time the magnet theme is presented to students), **quality of lessons** presented to students, and **adherence** (degree to which project goals, objectives and activities described in this proposal are implemented).

**Teacher surveys** will ask about developing magnet theme materials, the frequency the magnet theme was used in the classroom, and the types of innovative instructional practices that were used most often. Questions about curriculum alignment and teacher perceptions of human and material resource support will also be included. The survey data will be used to determine the extent to which new instructional practices are used, the effectiveness of these practices, how many teachers have adopted new practices, how frequently they use them, and whether students have benefited from them. At the end of each project year, the **evaluators will interview** classroom teachers, magnet staff, school principals, the project director, students and parents and inspect curricula and other documents to determine which curricula and materials have been created, which have been published, which have been used by teachers, and the extent of that use. The **quality of lessons** will be determined by a **peer review** process and **observations by**

**an experienced evaluator using a protocol** developed for each magnet school by the evaluator, the principal and the project director.

**Program Purpose 4:** To support courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technical and professional skills of students. *Summary of Objectives:*

**(4.1)** Magnet schools will show improvement in reading, mathematics and writing each year for all students and subgroups. By Year 3, all magnet schools will attain NCLB Adequate Yearly Progress (AYP). **(4.2)** Magnet school students will develop mastery of the magnet curriculum.

***How Objectives Will be Measured:***

All students are tested in April/May of each school year. Data is analyzed by the North Carolina Department of Public Instruction and sent to the district and posted on the Web. This data will be presented in the Annual Performance Reports in tabular form, highlighting the AYP targets and how each magnet school - both in aggregate and by subgroups - performed in relation to these targets. If specific subgroups do not meet AYP, additional analysis into the performance of this group will be conducted to provide greater insight into the source of the problem.

Every school will create magnet standards which will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics and protocols used in the peer review of lessons. This process will insure that there is a clear definition of and agreement on the content and instructional methods that will be used to present magnet theme related units, lessons and courses to students. Coded observation data of lessons and peer review panel data will be used to determine the quality of lessons as well as fidelity to the proposed treatment described in this application. Teachers, principals and magnet staff will

develop, by the end of the first project year, the methods that will be used to assess student mastery of magnet curricula. These methods will be based on the magnet standards developed by each magnet school, and will be approved by the project director and evaluator.

**Program Purpose 5:** Improvement of the capacity of local education agencies, including through professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated. *Summary of Objectives: (5.1, 5.2)* Magnet school teachers will receive, on average, 40 hours of professional development that they use and find helpful.

*How Objectives will be Measured: (5.1, 5.2)* Attendance of workshops or other training sessions will be logged by the presenter or project staff. The magnet school principals in collaboration with the Magnet Director will be responsible for collecting data including the presenter's or trainer's name and position, the type of training, the number of hours of training provided and the number and names of teachers involved. The percentage of teachers applying the training in their classrooms will also be determined through survey item analysis, follow-up interviews, and classroom observations.

As described above, curricula developed by teachers will be collected and assessed—by a peer review panel and the evaluator – to determine the quantity and quality of materials that have been created. Developing high quality curricula is an essential part of increasing the capacity of schools to continue the magnet program following the end of federal funding.

**Program 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. *Summary of Objectives:* Objective 1.5, relating to the equitable distribution of minority and non-minority students

throughout each magnet school's classes directly addresses this Program Purpose. Also objectives 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 which are related to providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing of magnet curricula and the production of magnet curricula guides directly address this purpose.

### **Annual Evaluation Schedule**

- TASK 1 Initial meeting with project and district staff (Week 1 or 2)
- TASK 2 Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3)
- TASK 3 Data Collection, Analysis and Reporting
  - Subtask 3.1 Collect year 1 data (Throughout year)
    - Site visits including interviews and observations (Weeks 3-33)
    - Formative evaluation including discussion of recommendations (Weeks 3-40)
    - Surveys administered (Week 34); Survey results reported (Week 38)
    - Documents collected (e.g. units/lessons integrated with magnet theme)(Week 34)
  - Subtask 3.2 Analyze and process data (Weeks 34-36)
  - Subtask 3.3 Prepare Annual Performance Report (Weeks 36-37)
  - Subtask 3.4 Submit report to school District (Week 38)
  - Subtask 3.5 Submit report to United States Department of Education (Week 40)

All data to be collected including student achievement, demographic, survey, interview and observation data, school improvement plans and document requests were previously described. Survey analysis and test score reporting was also previously described. The formative evaluation will be ongoing throughout the school year. The annual performance report will be submitted to the school district by the evaluator by the 38<sup>th</sup> week of the project. Week 1 is the week the project begins each year.

**(F) COMMITMENT AND CAPACITY (10 points)**

**1. The applicant is likely to continue the magnet school activities after assistance under the regulations is no longer available.**

The Guilford County Board of Education has a longstanding and deep commitment to magnet schools and choice options as tools to create diverse schools. The Guilford County Board of Education is committed to using magnet schools as a means of providing every child in Guilford County the opportunity to attend a racially and economically diverse school with educational excellence and high achievement as hallmarks.

**2. The extent to which the applicant:**

- i. Is committed to the magnet schools project

Beginning in the eighties in the Greensboro City Schools, and continuing after the merger of the three school systems in Guilford County in 1993, GCS has relied on magnet schools as a tool to reduce racial isolation and to provide opportunities for all students in Guilford County to attend a school with dynamic programs and successful outcomes.

Currently GCS has 24 magnet schools and 18 high school options schools, many of which are funded exclusively with local dollars or with funds such as Title I, community resources and other sources. The Board sees magnet and choice schools as essential components in the effort to provide every student exposure to diverse, vibrant educational experiences. With the adoption of No Child Left Behind, the increasing value of magnet choices to assure every student has the option of attending a school that makes adequate yearly progress is enhanced by the existing and newly proposed magnet school choices.

The magnet schools proposed in the current year expand the choices for students in new and exciting ways. The opening of an Aviation Academy will be an exciting new option for high school students in the district to enter a field that is growing in this area. The creation of a Science and Technology magnet option at Welborn Middle School will offer students in the western half of the district the opportunity to use the scientific inquiry method to solve problem based units using technology infused into the curriculum. The creation of a K-12 plan for IB education for students in both eastern and western zones will eliminate racial and economic isolation and invigorate students and staff with the goal of having all three schools meet AYP within three years. The opportunity to meet the demand of students and parents for a Montessori education option will create a great new school community for Washington Elementary School. The creation of the magnet schools will provide new options for students who are racially isolated and/or who want academic rigor in schools expected to make AYP.

This grant will facilitate the success of these programs. Even without the magnet funding, the Board has expressed its intent to carry out some of this magnet school plan. However, the funding sought in this grant would supply needed equipment, provide training, evaluation materials and expertise, and employ sufficient personnel to recruit staff and students to bolster the success of this ambitious undertaking.

- ii. Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available

GCS has the capacity to continue support for the magnet school activities when assistance under this program is no longer available. Since its inception Guilford County has used local dollars in addition to other available resources to fund its magnet programs. When funds received pursuant to this grant expire, GCS is committed to continuing the programs using other resources.

Federal sources can provide some of the funding needed to continue these programs. Title I and Title V funds can be redirected to provide the personnel to support the programs at the magnet schools and to supply needed materials.

The greatest costs of the program come in the form of training involved for school staff. After the training is completed and necessary equipment purchased, the commitment to the program is more important than the funds. At the end of the third project year, the district will be prepared to assume program costs through regular school allotments, local funds and local grant support.

Due to the restricted finances of the school district, the application was designed to project costs that are reasonable to assume in the fourth year of the program. A large portion of the MSAP funding will be used for necessary equipment to support magnet theme implementation; staff training to bring each staff member up to the same high quality of teaching to meet state standards and to implement innovative methods and practices; and non-consumable supplies needed to enhance the theme at each school. These items will continue to be of value at the end of the MSAP project period. The district will assume the maintenance and replacement costs of equipment and materials.

The reallocation of state Career Technical Education (CTE) dollars and the reallocation of state and local teaching position dollars can also supplement the funding anticipated from this grant. Funding for the magnet school coordinators and other positions will be met with local funds or reallocated among the schools to best reflect the needs of the magnet programs.

GCS needs funding at the inception of these programs to establish the base of knowledge and expertise to fortify success. At the end of the third project year, most of the magnet staff will be trained to teach according to the specifications of their particular school's theme. The

most extensive portion of curriculum development will be complete. The same level of instructional support and professional development will not be necessary.

These choices in Guilford County will draw students of all racial and economic backgrounds to schools where a staff invigorated with new and innovative methods, the equipment to reach new heights, and a supportive magnet team await their quest to academic excellence.

**GUILFORD COUNTY SCHOOLS  
MAGNET SCHOOLS ASSISTANCE PROGRAM**

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# **Project Narrative**

## **Other Narrative**

### Attachment 1:

Title: Pages: Uploaded File: **3993-Mandatory\_Magnet\_Schools\_Assistance\_Program\_Assurances0001.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **7059-Voluntary\_Deseg\_Plan.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **9385-GCS\_Policies\_for\_Magnet\_Schools\_and\_Student\_Assignment.doc**

### Attachment 4:

Title: Pages: Uploaded File: **1121-RESUMES\_ATTACHMENT.doc**

### Attachment 5:

Title: Pages: Uploaded File: **7437-letters\_of\_support.pdf**

### Attachment 6:

Title: Pages: Uploaded File: **3459-Tables\_1\_through\_6.doc**

### Attachment 7:

Title: Pages: Uploaded File: **2207-Rigorous\_Evaluation\_Plan\_Guilford\_FINAL\_v3.doc**

### Attachment 8:

Title: Pages: Uploaded File: **4216-Rigorous\_Evaluation\_Budget\_magnet2007\_f2b.xls**

### Attachment 9:

Title: Pages: Uploaded File: **8921-AYP\_information\_from\_School\_Report\_Cards.doc**

**MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES**

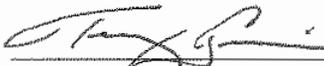
In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

- (A) use grant funds 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 the 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 decisionmaking 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 the 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

4/24/07  
Date

## NORTH CAROLINA

### GUILFORD COUNTY

### VOLUNTARY DESEGREGATION PLAN

#### Background

The Guilford County Schools system ("GCS") was formed in 1993 when three school systems merged to form the system that encompassed all of Guilford County. Prior to merger, all three systems had resolved any issues regarding desegregation through voluntary agreement or court proceedings. At the time of merger, none of the three school systems that made up the merged system was under court supervision to desegregate.

Since its inception in 1993 the population of the school system has grown from 52,073 students to 70,380 students. The non-white population has grown at a much faster rate than the white population. Non-white students have increased from approximately 40% of the average daily membership ("ADM") in 1993 to approximately 58% of the ADM in 2006. The Board of Education has included in its guiding principles for school assignment the goal of valuing diversity and has continued to develop school assignments and choice programs to reduce minority group isolation. Despite these efforts, a growing number of schools provide students education in settings that are racially and socio-economically isolated.

Housing patterns in the County have made providing every student an educational experience in a diverse environment difficult. Schools with dedicated attendance zones have become increasingly less diverse as a result of housing patterns in the urban areas of Guilford County and the influx of non-white students. Schools in the most urban areas and the most rural areas are also less likely to be diverse socio-economically or racially than schools in more suburban areas.

The Board of Education is committed to providing every student the opportunity to attend school in a racially and socio-economically diverse school and to reducing minority group isolation. The Board has demonstrated that commitment by drawing attendance zones so as to consider diversity in schools and by expanding its magnet and opportunity schools. In 1993 after merger GCS had a total of 93 schools, of which 8 were magnet or option schools. By 2006-07 the Board increased the number of schools to 117 schools, 40 of which had magnet or option programs allowing enrollment by students outside of the attendance zones designated for that area. A number of those are dedicated magnets, with no attendance zone students.

In order to continue to ensure that students have the opportunity to attend racially diverse schools, the Board believes that it must expand its magnet school choices and offer choices that are a reasonable distance from the homes of students. The Board has found choice options have been the most successful tools in its continuing efforts to reduce minority group isolation. In order to make reasonable transportation and availability at magnet programs the Board intends to offer some programs in various parts of the County, creating zones for attendance of the various schools. In addition to the barrier of distance from home, some students do not have access to a magnet school program of their choice because of the popularity of certain programs. Therefore,

the Board intends to create additional magnet schools to encourage voluntary desegregation in Guilford County.

#### MSAP Magnet Project

The Board has approved six additional magnet schools serving elementary, middle and high school students, which it will implement when it receives funding pursuant to the MSAP Magnet Project.

##### A. Elementary School Programs:

GCS will provide an additional Montessori school to serve children pre-k to grade 5 at its Washington Street school site. By opening that program GCS hopes to provide the unique Montessori experience to students in the zone, and allowing students from all parts of the County to participate in the program. Washington Street Elementary School has a significantly racially and socio-economically isolated population; its student population has also been declining over the last six years. The Board believes that a Montessori program will attract a naturally diverse student body. Both existing Montessori elementary schools have racial populations within 3 percentage points of the system-wide average and have been successful at attracting a diverse population of students. They are also diverse socio-economically.

In order to provide a feeder pattern for an existing IB program at High Point Central High School, GCS will open Northwood Elementary School as an International Baccalaureate elementary school with Chinese language classes as part of the curriculum. This unique language offering will attract students from all over the county, but particularly students from the High Point area who are interested in continuing study at High Point Central High School. The Board believes that Northwood's program will reduce minority group isolation and attract a diverse student population.

##### B. Middle School Programs

To complete the feeder pattern from Northwood Elementary International Baccalaureate School to the High Point Central International Baccalaureate Program, GCS will open the Ferndale Middle International Baccalaureate School. Students will continue the study of Chinese to prepare for the IB program in high school. Ferndale has experienced declining enrollment and increasing minority group isolation. The IB program should attract a racially and socio-economically diverse student population and provide a feeder for the other IB schools in the zone.

Additionally, the Greensboro area of the County will have a middle school International Baccalaureate School at Hairston Middle School. Those students will prepare for entry in the IB program at Smith High School. There are no other middle schools with the IB theme within the city of Greensboro, even though there are several IB themed high schools. The Board believes Hairston's new affiliation as an IB middle

school will reduce minority group isolation and attract a diverse student population ready to feed from middle school to the IB high schools in the area.

Welborn Middle School's science and technology magnet will stem the declining student enrollment and increase the diversity through its program offered to students in the High Point area. This magnet theme, which has proven successful in the Greensboro city area, should reduce minority group isolation and offer a dynamic curriculum to students in the other half of the county. Its theme is also well designed to improve student achievement in areas shown to need improvement and prepare students for a rigorous curriculum in high school.

C. High School

By creating Aviation Academy at Andrews High School, the Board believes it will attract a diverse student population to a high school with declining enrollment while providing a new and exciting program unique to the area. The program will offer students from throughout the County the chance to prepare for a career in aviation and should further the Board's goal of reducing minority group isolation.

All magnet schools will use race-neutral selection methods and will offer attractive, viable and popular choices to students in order to reduce minority group isolation and insure quality, innovative educational offerings for students regardless of where they live in the County. The new magnet proposals add to the menu of choices GCS provides to assure that every student in Guilford County has the option of attending a school that is racially and socio-economically diverse.

This the 20<sup>th</sup> day of April, 2007.

GUILFORD COUNTY BOARD OF EDUCATION

By: Alan W. Duncan

Its: Chairman



ATTEST:

By: Tony B. Quinn

NORTH CAROLINA  
GUILFORD COUNTY

RESOLUTION ADOPTING VOLUNTARY  
DESEGREGATION PLAN

WHEREAS, the Guilford County Board of Education ("GCS") is a unitary school system formed in 1993 in Guilford County, North Carolina; and

WHEREAS, GCS has experienced rapid growth since its inception, growing from approximately 52,000 students to over 70,000 students; and

WHEREAS, the student population of Guilford County is economically, racially, culturally and geographically diverse and that diversity is valued by the Board; and

WHEREAS, the Board of Education values diversity and believes that students who experience diversity during their education benefit from the experience socially, politically, culturally and are more prepared to contribute positively to a diverse society; and

WHEREAS, GCS believes that providing students and their parents magnet and choice options in schools reduces minority group isolation, promotes diversity, fosters understanding and stimulates the educational community to produce citizens prepared to function successfully in an increasingly diverse society; and

WHEREAS, GCS believes that creating magnet schools at two elementary schools, three middle schools and one high school, all of which face minority group isolation, will further the Board's Voluntary Desegregation Plan and reduce minority group isolation;

NOW, THEREFORE, GCS authorizes and endorses the application to the United States Department of Education of a Magnet Schools Assistance Program grant to enhance the programs offered, to increase the racial and socio-economic diversity and reduce minority group isolation of students throughout the system by creating magnet programs at Washington Street Elementary School, Northwood Elementary School, Ferndale Middle School, Hairston Middle School, Welborn Middle School, and Andrews High School.

This the 20<sup>th</sup> day of April, 2007.

GUILFORD COUNTY BOARD OF EDUCATION

By: Alan W. Duncan

Its: Chairman

ATTEST:

By: Terry B. Price



<b>Descriptor Term:</b> Magnet and Option Schools and Programs	<b>Descriptor Code:</b> IEM
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<b>Presented to Board:</b> May 10, 2005	<b>Adopted by Board:</b> June 30, 2005	<b>Revised by Board:</b>
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The Guilford County Schools will provide magnet and option schools and programs as deemed necessary to meet the needs of pupils at elementary, middle and high school levels. These programs shall meet the adopted curricular standards and all other requirements as established by the Board of Education. The Board believes every student must be offered the opportunity to attend a school that reflects the diverse population of this school system as much as possible. All magnet and option schools and programs must receive Board of Education approval prior to implementation or discontinuation.

Magnet Schools are defined as schools of choice that offer either a specialized curriculum focus, innovative themes, or unique teaching techniques that attract students from diverse backgrounds and require students/parents to make application to attend in lieu of their regular assigned school. Elementary and middle magnet schools are either attendance zone magnets (nearby assigned attendance area with all others applying to attend) or dedicated magnets (all students must make application to attend). Option Schools and Programs include specific academic programs that may encompass an entire school or be designated academies within a school, and are filled through application only.

Schools established with specialized themes or options must have a commitment to provide quality teaching and learning, multicultural literacy, staff development, assessment and evaluation and parent/community involvement.

When magnet or option programs are developed, consideration will be given to the following components.

**Geographic Divisions:**

Magnet/option choice zones shall be designated as determined by equity of access, diversity of population and transportation cost based on time, objective cost and impact data.

**Programs and Concepts:**

Program themes or concepts shall be determined by the accessibility of current programs, the continuity of thematic programs K-12, commitment of staff and community to the concept and the documented research for cost, feasibility and academic effectiveness before implementation.

The Superintendent and staff shall develop an Administrative Procedure to include guidelines for operation, initiation, evaluation, and discontinuation; budget development; application/registration procedures and time lines, and any other information necessary to communicate the intent of the Magnet and Option Schools and Programs.

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401, 336.370.2323.

All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

<b>Descriptor Term:</b> Magnet and Option Schools and Programs	<b>Descriptor Code:</b> IEM-P
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<b>Date Issued:</b> July 1, 2005		
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**Guidelines for the Operation of Magnet and Option Schools and Programs:**

1. The Superintendent designates a staff member as the administrator in charge of coordinating magnet school programs. The administrator will coordinate these efforts with other central office staff, appropriate principals and the community.
2. The designated magnet/option school administrator will be responsible for meeting with principals and staff as needed to coordinate program staffing, program development, in-service training, technical assistance and parent/community communication and involvement.

**Initiation and Discontinuation of Magnet and Option Schools and Programs:**

1. As a standard process, the Board of Education will discuss any proposed new magnet school or option program, or the discontinuation of an existing program in the fall or winter and will vote on the approval or closure of such programs as part of its proposed budget. The actual creation of a new program will depend on the availability of funds in the finally adopted budget. The Superintendent through staff will assure adequate time is scheduled for development and planning prior to actual implementation of a new program. As a general practice, a discontinued program would continue as a magnet school the school year following the decision, and would lose its magnet or option status the subsequent school year.
2. The district's administration, an individual school, or members of the community may present proposals to create a new magnet school or option program, or, to discontinue an existing magnet or option program, to the Board of Education or to the Superintendent. [Initial proposals should include statements addressing items (a) and (b) under section number 4 below.]
3. All such recommendations will receive study and review by a project team established for that purpose.
4. Proposals for new programs submitted to the Board of Education from the Superintendent must include the following.
  - (a) A statement of clearly defined goals, philosophy, structure, teaching and learning strategies and indications of how these differ from the comprehensive school environment.
  - (b) A statement of need for the school/program based on interest, capacity of existing programs and accessibility for students in all areas of the district.
  - (c) A budget that includes, facility requirements, equipment requirements, program specific instructional materials, human resources: training and staff development; transportation cost, funding sources and total operating cost projected over three budget years.
  - (d) An evaluation plan based on: the stated goals of the program; assessment of student achievement as measured by tests utilized by the district or provided by the state; and other project portfolio or performance criteria appropriate for the specific program.
  - (e) A time frame for implementation that addresses staffing procedures and staff development/training requirements.

## **Evaluation of Magnet and Option Schools and Programs:**

### 1. Evaluation:

(a) In addition to the evaluation and assessment plans developed for individual schools or programs, a process for the continuing evaluation of current and future programs will be established. This process should be inclusive of student achievement, school climate and community involvement.

(b) An overall assessment of the effectiveness of magnet and option schools and programs will be conducted through a periodic Program Audit to determine the impact of magnet and option programs on academic achievement system wide (K-5, 6-8, and 9-12) relative to student progress and student accessibility to all curricular areas.

## **Application and Registration Guidelines for Elementary and Middle Magnet and Option Schools and Programs:**

### 1. Application Period.

(a) An application period of approximately four weeks will be set each year in late winter/early spring. Applications may be submitted either in person or by mail to the Student Assignment Office.

(b) All applications, including those sent by mail, must be received by 5.00 p.m. on the last day of the application period in order to be considered in the initial random selection process. Applications received after that date will be placed in the waiting pool.

### 2. Application and Magnet Student Selection

(a) Students for the elementary and middle school magnet programs will be selected from the applications received during the designated application period above using a random selection process.

(b) Only one (1) application may be submitted for each student. The parent/legal guardian may designate a first, second or third choice. Once an application is submitted, no changes may be made on the application. Processing of an application will begin with first choice.

i. If a child can be accepted for the first choice, the placement will automatically be made and no call will be made to the parent. A letter of acceptance (approval) will be sent to the parent.

ii. After all applications have been processed based on the first choice, if there is still space available in any of the programs, then second and third choices will be considered. Every effort will be made to contact the parent by phone if there is no space at the first choice and the second or third choice can be offered. When called, the parent will be given the opportunity to accept the second or third choice or go into the waiting pool for the first choice school. If the parent cannot be reached, the child will be placed in the waiting pool for the first choice school.

iii. If no choice can be offered, the child's name will be placed in a waiting pool for the first choice. No numbered waiting lists will be maintained.

3. Sibling (brother/sister) preference
  - (a) Siblings will be given priority only if.
    - i. Application is received during the application period.
    - ii. There is a sibling currently enrolled in the magnet program of your choice that will be returning for the school year for which application is being made.
    - iii. There is space available to accept magnet students for that particular grade level.
  - (b) The applications of multiple birth siblings (i.e. twins, triplets, etc.) will be considered as one application. For example, if one twin is accepted, both will be accepted. Other sibling applications submitted for the first time would be considered as individual applications.
4. Duplicate Programs- Where there are duplicate programs, the residence of the parents/guardians will determine the school for which the student is eligible to apply. Application eligibility can be determined by the Student Assignment or Magnet Offices.
  - (a) Montessori - Erwin or Triangle Lake
  - (b) Global Studies - Brooks or Johnson Street
  - (c) Spanish Immersion - Jones or Kirkman Park
  - (d) Middle School for the Arts - Lincoln or Penn-Griffin
  - (e) Middle School Global Studies - Lincoln or Johnson Street
5. Waiting Pool- Students who are not selected through the random selection process or who apply late will be placed in a waiting pool. If and when a space opens in the program, a student's name will be randomly selected from the waiting pool for that school and grade level. Once selected, the parents will be contacted by phone to see if they wish to accept the magnet placement. This process will be repeated until the space is filled. No new placements will be made after winter break.
6. Out of County Students- Magnet applications from students whose domicile is outside Guilford County will be considered only after all in-district applications are processed. Such situations will require payment of tuition. (See JBC and JBC-P)
7. Special Situations- Students who live in the Jones district and want to be a part of the Spanish Immersion program must complete and submit a magnet application during the application period.
8. Pre-Kindergarten- The only magnet programs with Pre-K are the Montessori Schools. Some magnet schools do house Pre-K programs but these programs are not part of the magnet school. To apply for the non-magnet Pre-K programs, do not submit this application. Instead, pick up a Pre-K application at any elementary school or central office location. Pre-K students who live in the zone for Triangle Lake Montessori and want to be in the Pre-K program at that school must complete and submit a magnet application during the application period.
9. Notifications- Every effort will be made to notify parents in writing within 30 days of the close of the application period as to the status of their child's application.

Once a student is accepted into a magnet program through the spring random selection process, parents will have 30 calendar days from the date on the acceptance letter to enroll the student in the magnet program at the school. If the student is not enrolled during this 30-day period, the magnet seat will be forfeited and the seat will be filled from the waiting pool applicants. Once the student is registered at the magnet program where accepted, parents are obligated to keep the student in that program for one full school year.

10. Age Requirements-

(a) For Kindergarten, student must be five years old on or before October 16 of the year entering school.

(b) For Pre-Kindergarten, student must be four years old on or before October 16 of the year entering school.

11. Kindergarten Early Admission for Gifted Students- For kindergarten early admission where the child will be four years old on or before April 16 of the calendar year in which they wish to begin school, the child must meet specific qualification requirements. To receive a copy of the criteria, you may call the Student Assignment Office. Since all of the requirements in the early admissions policy cannot be met during the magnet application period, parents whose students apply for a magnet school and are pursuing early admission must state this at the appropriate place on the application. If the student's name is accepted in the random selection process, the status of the application will be on hold pending the outcome of the early admissions assessments. If the student meets the early admissions criteria, a letter from the magnet principal must be received in the Student Assignment Office by July 1 in order for the magnet seat to be secured. If the letter is not provided by July 1, the magnet seat will be forfeited.

Without meeting the early admission kindergarten requirements, a student must be five years old on or before October 16 to be eligible for kindergarten. Meeting early admission requirements does not guarantee entrance into a magnet program. All other selection procedures also apply.

12. Program Continuation/Returning Students- Once a student is accepted into a magnet program, the student may remain in the magnet program through the highest grade level offered. An intent form will be provided to the parent/legal guardian of each magnet student in late winter in order to determine if the student will be returning the following year. For students currently in a magnet program, a magnet application will not be processed if a letter of intent has been submitted indicating that the child is continuing in his/her present magnet assignment.

A student's continuation in a magnet school program is contingent on the student maintaining good attendance. Magnet school principals, following extensive efforts to resolve attendance or tardiness problems, are given the authority to return students to their attendance zone schools. Rescission notification for this magnet assignment would be sent in writing by the Student Assignment Office.

**Application and Registration Guidelines for High School and Options Programs:**

1. Application period- An application period of approximately eight weeks will be set each year in late winter/early spring. Applications can be obtained from the individual high school options program or on the GCS website. All completed applications must be returned to the coordinator or principal of the appropriate high school options program. The address for mailing or delivering the application appears at the bottom of the application form. Applications received after the deadline may be considered on a space available basis.
2. Application and Student Selection- Each high school options program has unique entrance criteria. Acceptance into a high school options program is based on students meeting the criteria for the individual program and an interview process. Every effort will be made to provide parents written notification of their child's enrollment status within six weeks from the end of the application period.  
Students may apply to more than one high school options program. If accepted into more than one program, the parents will be contacted by the Student Assignment Office and asked which program the student will attend.

3. Duplicate Programs- Where there are duplicate programs such as International Baccalaureate, the residence of the parents/guardians will determine the school for which the student is eligible to apply. Application eligibility can be determined by the Student Assignment or Magnet Offices.
4. Out of County Students- Out-of-county students may apply to most of the high school options programs on a space available basis. Applications from students whose domicile is outside Guilford County will be considered only after all in-district applications are processed. Such situations will require payment of tuition (See JBC and JBC-P.) Tuition students will not be accepted into the Early College programs.
5. Program Continuation/Returning Students- Once a student is accepted into a high school options program, the student may remain in the magnet program through the highest grade level offered. In late winter, an intent form will be provided to the parent/legal guardian of each high school options student eligible for return. A student's continuation in a high school options program is contingent on the student maintaining good attendance, behavior and appropriate academic performance. High school options principals may recommend that the student's assignment be rescinded based on problems with attendance, tardiness, behavior or poor academic performance. Rescission notification for this high school options assignment would be sent in writing by the Student Assignment Office.

**Transportation Guidelines for All Programs:**

Transportation requests are required to obtain school bus transportation. Transportation requests will be mailed along with the acceptance letter from the Director of Student Assignments and must be completed and sent to the Transportation Dept. within seven (7) business days. The Transportation Department will acknowledge receipt of each transportation request by sending the requestor a post card indicating the request was received and was either complete or state the information required from the parent to complete the processing. School bus transportation will be arranged on a "reasonable effort" basis.

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401, 336.370.2323.

All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

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<b>Descriptor Term:</b> SCHOOL ASSIGNMENT	<b>Descriptor Code:</b> JBCC
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<b>Presented to Board:</b> First Reading: April 17, 2006 Second Reading:	<b>Adopted by Board:</b> October 28, 2004	<b>Revision Dates:</b> June 13, 2006
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June 13, 2006		
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The Guilford County Board of Education will adopt attendance zones for the schools within the district. School attendance zones shall be recommended by the Superintendent and adopted by the Board of Education, incorporating the guiding principles as noted in Section III.

I. Student Assignment and Transfer Within the School System

A. Assignment

1. It is the intent of the Board that all students who qualify for admission to its schools shall be assigned to the schools in the attendance area of their domicile. An out-of-district student who has been accepted for admission shall be assigned to a school within a reasonable proximity to the student's domicile that meets the best interest of the student and the orderly and efficient administration of the public schools. The district is under no obligation to furnish school transportation for students living outside the district.
2. Students whose parents, legal guardian, or legal custodian change their domicile within the school district during a school year may be permitted to complete the remainder of the school year in their initial school, provided they submit necessary request forms to the Student Assignment Office, have no attendance or behavior problems and furnish their own transportation.
3. Students whose parents, legal guardian, or legal custodian change their domicile to outside the county during the school year may be permitted to complete the remainder of the year in their present school location provided they meet the requirements stated in SCHOOL ADMISSION POLICY, JBC, furnish their own transportation, and pay tuition when applicable.

B. Transfers/Assignments within the School System

The Superintendent or his/her designee (Director of Student Assignment) shall have the authority to approve or deny requests for transfers/assignments based upon the following factors:

1. the best interest of the child as evidenced by.
  - a. documentation of extreme and unusual hardship which affects the student's achievement and/or behavior.
  - b. sibling preference. In cases where a child in a family has been granted a transfer/assignment, preference will be considered for a sibling whenever possible
  - c. weighing such factors as the following, capacity of the school, capacity of the given grade level, a continuance of the family's need that allowed the other child's transfer/assignment to be granted, and continued enrollment of the other child at the requested school.
  - d. documented child care situations.
2. the orderly and efficient administration of the public schools
  - a. change of domicile during the school year. Students whose domicile changes from one school attendance area to another within the district during the same school year may choose to complete that school year in the same school or attend school in the area to which they have moved. If they elect to remain in the first school in order to complete that year, they shall be required to attend the school according to the area in which they live at the beginning of the next school year. The student who is moving from one school district and is a rising 5th, 8th, 10th, 11th or 12th grader, may choose either to complete his/her elementary, middle, or high school education in the school he or she is currently

attending or to attend school in the new attendance area. Students whose domicile has changed but who choose to complete the school year at their first school shall be responsible for their own transportation to and from school.

b. When the Board of Education adopts new attendance zones, the district will give students who will be in the 5th, 8th, 10th, 11th, and 12th grades for the year that their schools' attendance zones are scheduled to be implemented the option to remain in their previously assigned school or to attend their newly-assigned school. The District will not provide transportation to students who exercise the option to remain at their previously assigned school.

3. the proper administration of the school to which reassignment is requested
  - a. school enrollment capacity, students will not be reassigned to schools that are identified as already exceeding core facility capacity or where appropriate class size will be jeopardized.
  - b. employee hardship. Employees of the school system may request a transfer for their children in order to facilitate the performance of their work and parental responsibilities. Employee-requested transfers may be granted after considering the convenience to the employee, the program and/or facility availability, and the concerns of the employee's supervisor.
4. the instruction, health and safety of all students
  - a. documented severe medical reasons
  - b. program availability (each case will be reviewed based on the educational intent for the student)
5. guidelines for school choice based on No Child Left Behind legislation. For transfers under the NCLB provision, the reassignment may not be rescinded by the administration during the school year. Students who request assignment are expected to remain in that assignment until a semester break.

#### C. Procedure for Requesting Transfer

1. Requests for transfers for the upcoming year must be made in writing to the Superintendent or his/her designee (Director of Student Assignment) by the parent, legal guardian, or legal custodian between May 1 and July 1.
2. Any documentation that the parent, legal guardian, or legal custodian wishes to present to support the request for reassignment must be presented at the time of the original request. The Board of Education may, at its discretion, consider additional documentation regarding the request for reassignment.
3. The Superintendent or his/her designee (Director of Student Assignment) shall notify the parents, legal guardian, or legal custodian of the decision in writing. If the request for transfer is disapproved, the notice shall be given to the applicant by certified or registered mail.
4. Transfers granted by the Superintendent or his/her designee (Director of Student Assignment) only cover one school year. Applicants for a transfer must reapply each year.
5. Except for changes of domicile during the year as noted in Section B.2.a., once reassigned by the Superintendent, his/her designee (Director of Student Assignment) or the Board, it is the intent to allow the student to remain in that school assignment through its highest grade in so long as the reason for the legitimate reassignment exists each successive year, and is predicated on good attendance and behavior, and on space availability. These items will be

reviewed when the request form is submitted each year.

#### D. Appeal to the Board

If the application for reassignment or transfer is denied, the applicant may, within five (5) days after receiving notice of the denial, apply in writing to the Director of Student Assignment for a hearing with a Board of Education panel and shall be entitled to a prompt and fair hearing on the question of the reassignment or transfer of the child to a different school. The Board of Education panel may, at its discretion, consider additional documentation regarding the request for reassignment. The hearing officer shall have responsibility for scheduling Board panel hearings. At the hearing, the panel shall consider the applicants written documentation as previously provided (C.2) and the applicant will be given ten (10) minutes to provide oral presentation to the panel citing why the initial decision was in error of supporting the reassignment request. Five (5) minutes will be allotted for the panel to pose questions. The applicant will then be excused and the panel will deliberate after receiving instructions and advice from designated counsel. The panel decision will be forwarded to the Board. The applicant will be advised of the decision following a meeting of the Board. Persons wishing to appeal their assignment requests to the Board shall be granted the opportunity to appeal each decision one (1) time during the school year.

To facilitate the efficient and effective administration of education to students, generally students will not be reassigned during the school year. In unusual circumstances such as medical emergency or extreme safety risk the Superintendent's designee may assign a student to a school other than the original school of assignment for that school year. No appeal shall lie from a request for special assignment made outside the stated application period in c.1.

#### II. Releases to Other School Systems

A. The Superintendent or his/her designee (Director of Student Assignment) shall have authority to approve or deny requests for releases based upon the following factors:

1. documented medical reasons.
2. documented evidence of extreme and unusual hardship which affects the student's achievement and/or behavior.
3. change of domicile during the school year, and
4. program availability.

B. Students whose parents, legal guardian, or legal custodian establish their domicile within the school district during a school year may be granted a release to complete the remainder of the school year in their present school location provided they pay any fees required by that school, and furnish their own transportation.

C. Students released to other school systems must meet financial obligations required by their new school systems and provide their own transportation.

D. Procedure for requesting release:

1. Except in emergency circumstances affecting the health, safety, or welfare of the child, applications for releases must be made to the Superintendent or his/her designee (Director of Student Assignment) by the parent, legal guardian, or legal custodian between May 1 and July 1.
2. The Superintendent or his/her designee (Director of Student Assignment) shall notify the parents, legal guardian, or legal custodian and the other school system of the decision in writing. If the request for a release is disapproved, the notice shall be given to the applicant by certified or registered mail.

#### E. Appeal to the Board

If the application for release is denied, the applicant may, within five (5) days after receiving notice of the denial, apply to the Director of Student Assignment for a hearing with a Board of Education panel in writing on the question of the release of the child to a different school district.

### III. Attendance Zone Considerations

A. The school attendance plan for Guilford County Schools is designed to foster the mission of public education, to include promotion of higher levels of academic achievement and good citizenship development, by:

1. recognizing and valuing diversity;
2. using clearly defined boundaries, where practical;
3. working toward common feeder patterns throughout the district;
4. organizing schools in a K-5, K-8, 6-8, and 9-12 pattern generally;
5. seeking to avoid changing an attendance zone more often than every four (4) years; and
6. encouraging participation by all citizens in our schools.

B. The plan should serve the economic interest of taxpayers by:

1. efficiently utilizing transportation dollars;
2. anticipating needs for additional schools or additions to existing facilities in areas of high growth and communicating to the public these needs in a timely way;
3. anticipating and communicating to the public the need to have all facilities meet approved health, safety, environmental, and educational standards applicable to public schools; and
4. seeking to utilize school facilities fully and efficiently

LEGAL REFERENCE: G.S. 115C-367-369

NOTE: This Board Policy revises and replaces the previous Administrative Policy JBCC issued by the Superintendent 4-15-02.

The Board defines diversity broadly including race and culture, ethnicity, gender, socio-economics, special needs, geographic areas, native language, and academic achievement.

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401, 336.370.2323.

All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

# RESUMES

Superintendent, Dr. Terry B. Grier (1)

Director of Magnets, Tony Lamair Burks II (8)

## *Central Office Staff*

Chief of Staff, Dr. Eric Becoats (14)

Diversity Officer, Monica Walker (18)

Chief Information and Student Services Officer, Dr. Terrence Young (21)

Executive Director of Federal and Special Programs, Dr. Don Hare (23)

Chief Academic Officer, Dr. Mac McCary (26)

Executive Director for Curriculum and Instruction, Dr. Beth Folger (32)

Executive Director for Curriculum and Instruction, Lee Ann Segalla (36)

Executive Accountability & Research Officer, Dr. Gongshu Zhang (38)

Chief Human Resources Officer, Dr. Peggy Thompson (45)

Director of Technology, Donna Yow (50)

Director of Workforce Development, Sylvia Anderson (52)

Director of Student Assignment, Doyle Craven (60)

Director of Professional Development, Stephanie Davis (61)

Executive Director of District Relations, Sonya Conway (65)

## *Instructional Improvement Officers*

Sandra Culmer (Washington Elementary School) (71)

Bill Hurt (Northwood Elementary School) (74)

Jocelyn Becoats (Ferndale Middle School and Hairston Middle School) (77)

Louis Ferebee (Welborn Middle School) (79)

Debra Barham (Andrews High School) (83)

## *Principals*

Washington Elementary School Principal Grenita F. Lathan (85)

Northwood Elementary School Principal Scott L. Winslow (88)

Ferndale Middle School Principal Lori Garrison (90)

Hairston Middle School Principal Teresa J. Daye (92)

Welborn Middle School Principal Lori Bolds (95)

Andrews High School Principal Monique Wallace (99)

**Terry B. Grier**

(b)(6)

(b)(6)

336-370-8992 (O)  
336-370-8299 (Fax)

(b)(6)

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## PROFESSIONAL EXPERIENCE

Superintendent, Guilford County Schools, Greensboro, North Carolina (Enrollment: 71,700 Students—42 Percent White; 58 Percent Non-White), 2000 - Present

Superintendent, Williamson County Schools, Franklin, Tennessee (Enrollment: 21,200 Students), 1996 - 2000

Superintendent, Sacramento City Unified School District Sacramento, California (Enrollment: 50,000 Students), 1994 - November 1995

Superintendent, Akron Public School District Akron, Ohio (Enrollment: 27,995 Students), 1991 - 1994

Superintendent, Darlington County School District Darlington, South Carolina (Enrollment: 12,000 Students), 1988 - 1991

Superintendent, Amarillo Independent School District Amarillo, Texas (Enrollment: 29,166 Students), 1987 - 1988

Superintendent, McDowell County Schools Marion, North Carolina (Enrollment: 6,500 Students), 1984 - 1987

Associate Superintendent, Alexander County Schools Taylorsville, North Carolina, 1982 - 1984

High School Principal, St. Pauls City Schools St. Pauls, North Carolina, 1979 - 1982

High School Principal, Beaufort County Schools Washington, North Carolina, 1978 - 1979

Classroom Teacher, Primary subjects taught: Biology, Health Education; Other duties included: Assistant principal, class sponsor, department chairman, 1972 - 1978

College Adjunct Professor - University of North Carolina at Greensboro; Nova Southeastern University; Vanderbilt University; California State University at Sacramento; and East Carolina University

## EDUCATION

Doctor of Education, Vanderbilt University--1983

Educational Specialist, East Carolina University--1980

Master of Arts, East Carolina University--1977

Master of Arts, East Carolina University--1974

Bachelor of Science, East Carolina University--1972

## ACCOMPLISHMENTS

Board of Directors -- Forward Greensboro III -- 2006-Present

Board of Directors -- The National Dropout Prevention Network -- 2007-Present

Board of Directors -- The National Public Relations Association -- 2003-2006

Board of Directors -- United Way of Greensboro -- 2002-2004

Board of Directors -- United Way of High Point -- 2001-2003

Board of Governors -- 2 Those Who Care -- 2002-2005

Chairman -- Education Committee -- Greensboro Chamber of Commerce -- 2003

Distinguished Educator Award - North Carolina Association of Supervision and Curriculum Development -- 2003

ET3 Tech Champion Award -- Council on Basic Education Education Braintrust -- 2005

Friend of the League Award -- The Horace Mann League of the United States of America, Inc.-- 2004

International Affiliate Overall Excellence Award -- Association of Supervision and Curriculum Development -- 2005

Leadership Council -- Association of Supervision and Curriculum Development -- 2004-2005

Membership Committee of the College Board -- 2003-2006

National Coca-Cola Scholars Selection Committee - Coke USA -- 2002-2005

North Carolina Superintendent of the Year--Visiting International Faculty Program -- 2006

Outstanding Alumni Award - East Carolina University -- 1995

President--North Carolina Association of Supervision and Curriculum Development -- 2004-2005

President--Tennessee School Public Relations Association -- 1996-1998

President--The Horace Mann League of the United States of America, Inc. -- 1996

## **MEMBERSHIPS**

American Association of School Administrators  
Association of Supervision and Curriculum Development—Leadership Council  
Century Club (Limited to Two Educators from Each State)  
Greensboro Rotary Club  
North Carolina Association of School Administrators  
North Carolina Association of Supervision and Curriculum Development

## **STATE AND NATIONAL PRESENTATIONS**

### **2007**

Building Advanced Placement at the District Level—Georgia Department of Education; Warner Robbins, Georgia—Winter 2007  
Image Matters: Working With Your Business and Foundation Communities to Develop and Implement an Image Campaign for Your District—National School Public Relations Association Convention; Phoenix, Arizona—Winter 2007  
Six Guilford County Schools' Middle College High Schools: A Three-Year Case Study—Paper Presented at the American Education Research Association's Annual Conference—Chicago, Illinois—Spring 2007  
Mission Possible: Differentiated Pay for Teachers—UNC TV—"North Carolina Now"—January 17, 2007

### **2006**

Designing and Implementing an Image Campaign for Your District—North Carolina School Boards Association's Annual Conference—Greensboro, North Carolina—Fall 2006  
Future of High Schools—National Public Radio (NPR)—May 26, 2006  
Guilford County Schools' Six Middle College High Schools--The 18th Annual At-Risk Youth National FORUM, Myrtle Beach, South Carolina—Winter 2006  
Is the Investment in Public Education Worth It?—American Association of School Administrators National Convention; San Diego—Winter 2006  
Recruitment and Retention – Using Targeted Incentive Pay in At-risk Schools—National Comprehensive Center for Teacher Quality Conference "Increasing Student Achievement in High-Need Schools Through Teacher Quality." Washington, D.C.—Fall 2006  
Troubled Schools Try New Lures for Better Teachers—National Public Radio (NPR)--November 22, 2006.

### **2005**

Building Successful K-16 Initiatives—The University of Texas at Austin's Community College Leadership Program, Austin Texas – Fall 2005  
Communication Matters: Superintendent Blueprint—American Association of School Administrators National Conference, San Antonio, Texas – Winter 2005  
Designing High Schools That "Fit" Students—National School Boards Association National Conference, San Diego, California—Spring 2005  
Gaining Student, Parent, and Community Buy-In and Support for Expanding Advanced Placement—National Governor's Association, Vienna, Virginia – Winter 2005  
Middle College High Schools: A Guilford County Alternative School Program—University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia – Fall 2005  
Public Education: The Cornerstone of Democracy and Our Community—American Association of School Administrators National Conference, San Antonio, Texas – Winter 2005  
School Realities and Graduation Barriers—Confronting the Graduation Rate Crisis in the South, The Civil Rights Project Harvard University Regional Symposium, Spellman College, Atlanta, Georgia—Spring 2005  
Using Data to Identify and Respond to Student Needs—University of Virginia's Grade Nine: The Make it or Break it Year Conference, Charlottesville, Virginia – Fall 2005

### **2004**

Advanced Placement Courses: Academic Opportunity for The Prepared, Not The Elite—United Negro College Fund's Patterson Research Conference, New York City, New York - Fall 2004  
Brown vs. Board of Education—Fifty Years Later and Still a Dollar Short—The College Board's Southern Regional Meeting, Atlanta, Georgia – Winter 2004  
Early College High School—The Guilford County Experience—North Carolina College Tech Prep Conference, Greensboro, North Carolina – Spring 2004

Excellence and Equity in Education—Georgia's Leadership Institute for School Improvement Super SAT COLA, Lawrenceville, Georgia – Fall 2004  
Raising the Bar for Disadvantaged Students—Southwestern College Board Meeting, San Antonio, Texas – Spring 2004

Small High Schools—Meeting Student's Needs, North Carolina Association of Supervision and Curriculum Development Annual Conference, Pinehurst, North Carolina, Winter 2004

### **2003**

Academic Rigor, Advanced Placement, and School Reform—Southern Regional Institute of the College Board, Duluth, Georgia - Fall 2003  
Early College High School: Meeting the Needs of Gifted Students—American Association of School Administrators National Convention, San Francisco, California—Winter 2003  
Expanding Advanced Placement Accessibility—National School Boards Association National Conference, San Francisco, California—Winter 2003  
Guilford County Schools' "Cool to be Smart" Advanced Placement Program—The College Board's Middle States Major School System Summit, Atlantic City, New Jersey – Fall 2003  
Increasing Student Access to Advanced Level Courses, The College Board's Major School District's Meeting, Atlanta, Georgia—Spring 2003

### **2002**

Advanced Placement Success Stories: A District Approach—The First Annual AP National Conference, Chicago, Illinois—Summer 2002  
Building Credibility with Community and Staff--American Association of School Administrators National Conference, San Diego, California - Winter 2002  
High School With a College Twist—America's At-Risk Youth National FORUM, Myrtle Beach, South Carolina—Spring 2002  
High School With a College Twist--National School Boards Association National Conference, New Orleans, Louisiana - Spring 2002

Minority Students and Advanced Placement—North Carolina Department of Education's Closing the Achievement Gap Conference, Greensboro, North Carolina – Spring 2002

Policy Governance: Focusing on Student Achievement—New Brunswick School Superintendents' Association Conference, New Brunswick, Canada—Fall 2002

Reconnecting Disconnected Students--American Association of School Administrators National Conference, San Diego, California - Winter 2002

Teaming Up for Tobacco Free Schools—North Carolina Department of Health and Human Services Conference, Greensboro, North Carolina – Fall 2002

Working With Deer Friends—North Carolina School Public Relations Association State Conference, Wilmington, North Carolina – Winter 2002

Working With Superintendents--National School Public Relations Association's PR Power Hour, National Telephone Conference - Winter 2002

### **2001**

LINC Guilford-A Business Partnership That Works--Meet in the Middle State Conference, Raleigh, North Carolina - Fall 2001

Middle College High School--North Carolina School Board Association's President's Invitational Conference, Greensboro, North Carolina - Spring 2001

### **1999**

Danielson's Model of Clinical Supervision--New Berlin School District, New Berlin, Wisconsin - Winter 1999

### **1998**

High Schools That Work--State of Tennessee Department of Education's Annual Conference, Nashville, Tennessee - Spring 1998

How to Conduct a Sacred Cow Hunt--American Association of School Administrators National Conference, San Diego, California - Winter 1998

Listening to and Implementing Employee's Improvement Suggestions--National School Public Relations Association National Conference, St. Louis, Missouri - Summer 1998

Planning and Implementing a Local Crisis Management Plan--Safe Home, Safe School, Safe Community Summit, Tennessee School Board Association's Safety Summit, Nashville, Tennessee - Fall 1998

### **1997**

The Baby Boom Echo's Effect on America's High Schools--Jim Lehrer's Nationally Televised--News Hour, Public Broadcast System - Fall 1997

**1996**

Top Ten Problems Facing Public Education--American Association of School Administrators Convention, San Diego, California - Spring 1996

**1995**

Nationally Televised Town Hall Meeting--United States Department of Education, Washington, D.C. - Summer 1995

**1991**

A Look At The Current Status Of Restructuring--National School Boards Convention, San Francisco, California - Spring 1991

**1990**

How to Help Students Deal With Peer Pressure--National School Boards Convention, New Orleans, Louisiana - Winter 1990

Initiating a Community Based Literacy Program. Supervising Teachers With Performance Problems--Vanderbilt University's Principals' Institute, Nashville, Tennessee - Summer 1990

Using The Curriculum Audit As A Tool To Implement School Reform--American Association of School Administrator's Convention, San Francisco, California - Winter 1990

**1989**

Improving Teaching Performance--National Academy of School Executives, San Francisco, California - Winter 1989

**1988**

Being Assertive Without Being Aggressive--Mississippi Association of Educational Office Personnel State Conference, Jackson, Mississippi - Winter 1988

Teacher Evaluation Programs That Work--National School Boards Convention, New Orleans, Louisiana - Winter 1988

The Principal's Role in the Evaluation Process--Vanderbilt Principals' Institute, Nashville, Tennessee - Summer 1988

**1987**

Improving School/Business Relations--American Association of School Administrators National Convention, New Orleans, Louisiana - Winter 1987

**1986**

Developing Professional Growth Plans--National Academy of School Executives, Destin, Florida - Spring 1986

Reducing Teacher Absenteeism--National School Boards Convention, Las Vegas, Nevada - Spring 1986

**PUBLICATIONS****2007**

When disaster strikes: Planning, leadership and communication key to handling a crisis – and its aftermath. NSPRA Counselor, January 2007.

**2006**

Take me out of the ball game: Confronting the issue of Native American mascots. Leadership--NCASA, 2006, Winter, 10-15.

**2005**

It's cool to succeed. Educational Leadership, 2005, 7, 65-68. Co-authored by Kent Peterson.

Mascots and Meaning. The American School Board Journal, 2005, 10, 50-51 & 59.

Reaching the Tipping Point in Community Support. The School Administrator, 2005, 4, 53. Co-authored by Kent Peterson.

**2004**

The business side of the house. The American School Board Journal, 2004, 5, 24-27. Co-authored by Sharon Ozment.

**2002**

Advanced Placement: Access to Excellence. Principal Leadership, 2002, 8, 16-19.

Engaging the disengaged. American School Board Journal, 2002, 1, 37-39.

Middle college: High school with a college twist. Leadership 2002, Spring/Summer 2002, 21-23.

**2000**

Community involvement: An apple for the volunteers. American School Board Journal, 2000, 4. Co-authored by Judy Butler.

Keeping kids in school. Tennessee School Boards Association Journal, 2000, 2, 23 & 24.

Staying in school. American School Journal, 2000, 5, 55-57.

**1999**

Making the team work: Who decides what? Tennessee School Boards Association Journal, 1999, 4, 17.  
Student achievement: Find what works for you. Tennessee School Boards Association Journal, 1999, 10, 17.

**1997**

Hunting sacred cows & other employee recognition programs. Tennessee School Boards Association Journal, 1997, 3, 24-25.

**1996**

Chartering project teams: What to do and how to do it. NASSP Bulletin, 1996, 584, 96-102.

**1994**

Akron principals assess themselves. Quality Network News, 1994, 2, 3.

Realtors, business owners are vital audiences. Journal of Educational Public Relations, 1994, 3, 15-19.

**1993**

An Akron community fights back. Journal of The Ohio School Boards Association, 1993, 10, 24-26. Co-authored by Brian Williams.

Diversity becomes us. American School Board Journal, 1993, 11, 44 & 46.

Establishing fair salaries for school administrators. Spectrum, 1993, 4, 13-15. Co-authored by M. Donald Thomas.

**1992**

Landing the big one. The Executive Educator, 1992, 6, 20-22. Co-authored by Louis Trenta.

Teacher empowerment: Strategies for success. NASSP Bulletin, 1992, 546, 90-96. Co-authored by Beverly Reep.

**1991**

How to stay out of court. The Executive Educator, 1991, 8, 21-22. Co-authored by Beverly Reep and Jane Turner.

Selling homes or selling schools. The School Administrator, 1991, 10, 38-39.

When consultants poke sacred cows. The Executive Educator, 1991, 6, 29-3.

**1990**

A "super sub" is not a sandwich. The Education Digest, 1990, 9, 50-51. Co-authored by Robert Y. Creech.

Curriculum audit points out weaknesses, recommends changes to strengthen instruction. Journal-South Carolina School Boards Association, 1990, 10, 3-7 & 11. Co-authored by J. Alex Stanton.

Make your charges stick. American School Board Journal, 1990, 2, 20-21. Co-authored by Jane Turner.

Preschool story hours: The perfect welcome to kindergarten. The Palmetto Administrator, 1990, 3, 34-35. Co-authored by Beverly Reep.

Preventing project teams from developing committee-itis. NASSP Bulletin, 2000, 616, 97-100.

Super sub program sends administrators back to the trenches. American School Board Journal, 1990, 2, 37. Co-authored with Robert Y. Creech.

**1989**

Keep playground hazards at bay. Executive Educator, 1989, 4, 29 & 39. Co-authored by Vanessa Coker.

**1988**

15 Ways to keep staff members happy and productive. Executive Educator, 1988, 10, 26-27.

**1987**

Academies for assistant principals. Educational Leadership, 1987, 45, 47-48. Co-authored by Kent Peterson and Catherine Marshall.

Counter the bloated budget charge. The School Administrator, 1987, 8, 31.

Courageous teacher evaluation proves a principal's prowess. Executive Educator, 1987, 2, 17-19.

Help your secretary help you. The Executive Educator, 1987, 10, 34. Co-authored by Charlie M. Holland.

The assistant principals' academy: Technical training and socialization of future leaders. NASSP Bulletin, 1987, 501, 32-38. Co-authored by Kent Peterson and Catherine Marshall.

**1986**

A bus safety plan that emphasizes student awareness and driver training. American School Board Journal, 1986, 11, 37-39.

A onederful way to develop employee support. Carolina Comment, 1986, 8, 10-11. Co-authored by Beverly Reep.

Counseling cuts teacher stress. The Executive Educator, 1986, 15, 25 & 35. Co-authored by Sherron Crawford.

The secretary, the telephone and the tarnished image. The National Educational Secretary, 1986, Summer, 10-13. Co-authored by Charlie M. Holland.

**1985**

The administrator: Secretary relationship—Establishing a productive partnership. The National Educational Secretary, 1985, spring, 10-11 & 23.

Use staff members' one-derful ideas. American School Board Journal, 1985, 10, 46.

**1984**

A study of the relationship between student achievement and evaluations of teacher performance. (Doctoral Dissertation, Vanderbilt University, 1983) Dissertation Abstracts International, 1984, (University Microfilms No. DEM 84-02955).

North Carolina's summative evaluation instrument-- Does it identify effective teachers? Carolina Comment, 1984, 3, 9-11.

Practical recommendations for conducting dismissal hearings. Executive Educator, 1984, 10, 25 & 37.

# TONY LAMAIR BURKS II

(b)(6)

## **EDUCATIONAL BACKGROUND**

The University of North Carolina, Greensboro, North Carolina 27402 ([www.uncg.edu](http://www.uncg.edu))  
*Doctor of Education in Educational Leadership, anticipated May 2008.*

Trevecca Nazarene University, Nashville, Tennessee 37210 ([www.trevecca.edu](http://www.trevecca.edu))  
*Master of Education in Educational Leadership, August 1998.*

Morehouse College, Atlanta, Georgia 30314 ([www.morehouse.edu](http://www.morehouse.edu))  
*Bachelor of Arts in Philosophy with Honors, May 1993.*

## **EDUCATIONAL CAREER**

**Guilford County Schools, Greensboro, North Carolina** ([www.gcsnc.com](http://www.gcsnc.com))

Director, Office of Magnet and Choice Schools, December 2006-present

*Responsibilities:* Assist school district in improving and expanding its magnet offerings. Lead efforts to start new schools and programs, monitoring their effectiveness and providing staff development opportunities. Coordinate and manage planning, development, media relations, and finances for Magnet School Assistance Program (MSAP) funded schools. Work with staff, private/independent schools, colleges, universities, and various organizations to develop new ideas and implement changes (e.g., [www.gcsnc.com/magnet](http://www.gcsnc.com/magnet)).

Intervention Team Member, Aycock Middle School, February 2007-present

*Responsibilities:* Brainstorm with school-based staff to develop a strategic short-term service plan to improve student performance on local, state, and federal accountability standards. Collaborate with school-based faculty and staff to identify the subjects, student subgroups, and individual students most in need of targeted assistance. Monitor the short-term service plan, reflecting on the impact of support provided to teachers and students and determining items to include in a long-range service plan.

Founding Principal, The Early College at Guilford, July 2002-November 2006  
([www.earlycollegeonline.org](http://www.earlycollegeonline.org))

*Responsibilities:* Co-created new school vision, mission, culture, climate, and tradition; developed and implemented an academic program that promoted the educational growth of students and the professional growth of faculty and staff. Partnered with students, staff, parents and guardians to support school improvement (e.g., [www.earlycollegeonline.org/projectteamhome.html](http://www.earlycollegeonline.org/projectteamhome.html)).

Seminar Leader, The Early College at Guilford, August 2002-November 2006

*Responsibilities:* Lead grade-level seminar classes each week; support and assist students in making successful academic and social transitions at an early entrance high school.

Electives Teacher, The Early College at Guilford, August 2002-May 2004

*Responsibilities:* Teach elective social studies courses (Echoes of an Era and Introduction to Philosophy).

**Williamson County Schools, Brentwood, Tennessee** ([www.wcs.edu](http://www.wcs.edu))

Principal (tenured educator), Crockett Elementary School, January 1999-June 2002

*Responsibilities:* Served as “Chief Learner and Dream Maker” for a coeducational public school with children in kindergarten through fifth grade.

**University School of Nashville, Tennessee** ([www.usn.org](http://www.usn.org))

Director, The Summer Session, April 1997-December 1998

*Responsibilities:* Planned and managed a co-educational program for adults and for students entering grades 7-12; operated within budget allocations and produced a profit for both summers.

Teacher (vested educator), History Department, August 1994-January 1998

*Responsibilities:* Developed and taught required and elective humanities courses (Early Civilizations, Introduction to Philosophy, Echoes of an Era); actively participated in curricular and extra-curricular activities; served on various faculty committees.

Fellowship Liaison, Teaching Fellowship Program, May 1995-December 1998

*Responsibilities:* Recruited faculty of color; coordinated professional opportunities, media relations, accommodations, and teaching fellow seminars for a Multicultural Alliance project.

**The Branson School, Ross, California** ([www.branson.org](http://www.branson.org))

Instructor, The Summer Session, Summer 1994

*Responsibilities:* Taught a Public Speaking course for middle and high school students.

Gallard Teaching Fellow, August 1993-June 1994

*Responsibilities:* Taught a required course in collaboration with mentor teacher; developed and taught curricula for elective courses; actively participated in school activities.

#### **PRESENTATIONS AND PROFESSIONAL DEVELOPMENT** (abridged)

“A Look at Education in Select ASEAN (Association of Southeast Asian Nations) Member Countries.” Lecture: University of North Carolina at Greensboro, Greensboro, North Carolina, October 2006.

“Trailblazing: Establishing North Carolina’s first early college high school.” Lecture: Naresuan University, Phitsanuloke, Thailand, July 2006.

“Early College High Schools.” Presentation: Conference on African-American Males in Education, Raleigh, North Carolina, March 2006.

“One Child at a Time: The Power of Small Learning Communities in Guilford County.” Presentation: North Carolina College Access Conference, Asheville, North Carolina, February 2006.

“School-based Youth Courts: Empowering teenagers through decision-making and positive peer pressure.” Presentation: North Carolina Safe Schools and Character Education Conference, Greensboro, North Carolina, January 2006.

“Power of the Site: How High Schools and Colleges Develop Partnerships to Help Students Succeed.” Panel Presentation: North Carolina Early College Conference, September 2004.

“Lessons Learned: The Early College at Guilford.” Presentation: Magnet Schools of America Conference, April 2004.

“Beyond Zoo Chow: A Taste of Early College.” Presentation: Hawaii International Conference on Education, January 2004.

“An Evening with Ernest Gaines.” Question-Response Session Facilitation: Bryan Distinguished Visiting Professorship Lecture, Guilford College, November 2002.

“2002-2003 Board Planning Retreat.” Retreat Facilitation: Brentwood Chamber of Commerce Board of Directors, November 2001.

Williamson County Schools Curriculum Department, Franklin, Tennessee  
The Nature and Needs of Gifted Students, July 2000.

National Association of Independent Schools People of Color Conference, St. Louis, Missouri  
Administrators of Color Seminar, November 1997.

National Association of Independent Schools People of Color Conference, Baltimore, Maryland  
Diversity Coordinators’ Seminar, November 1996.

### **PERSONAL DEVELOPMENT**

*The Rise of the Creative Class with Richard Florida*, October 2003.  
Action Greensboro, Greensboro, North Carolina.

*Writing Our Lives Seminar*, July 2002.  
David Mallory Seminars, Philadelphia, Pennsylvania.

*Professional Meeting Planning Courses*, Spring 1994.  
San Francisco State University, San Francisco, California.

*Creative Voice Acting Course*, Fall 1993.  
College of Marin, Kentfield, California.

### **PROFESSIONAL LEADERSHIP, ACTIVITIES, AND SPECIAL PROJECTS (abridged)**

- Review Committee Member, The College Board Leadership Institute for Principals (2006)
- Peer Review Team Member, Old Center Elementary School Accreditation Site Visit (2002)
- Consultant, Gates Challenge Grant for Leadership Development in Tennessee (2001-2002)
- Planning Chair, 2001 Williamson County Schools Elementary Educators’ Conference
- Coordinator, 1998 Jamaican Adventure in Service

### **OTHER LEADERSHIP, ACTIVITIES, AND SPECIAL PROJECTS (abridged)**

Master of Ceremony, Annual Tau Lambda Education Foundation Scholarship Luncheon – AΦA Fraternity, Incorporated (2002); Prospective Student Seminar Banquet (1998); Storyweaver and Producer, Tellabration 2000!, 2002!, and 2006!; Tour Guide and Host, 2000 Birmingham Civil Rights Tour; Global Volunteer.

### **PROFESSIONAL MEMBERSHIPS**

- North Carolina New Schools Project Board of Advisors (2002-2006)
- Guilford County Schools Advanced Learner Project Team
- Association for Supervision and Curriculum Development

- Guilford County Schools Teacher of the Year Review Committee (2003)
- Global Education Center Board of Directors (1999-2002)

**OTHER MEMBERSHIPS**

Alpha Phi Alpha Fraternity, Incorporated; Brentwood Chamber of Commerce Board of Directors (2000-2002); Greensboro Community Television (Cable 8) Board of Advisors (2005-2006).

**PERSONAL INTERESTS**

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**STORYTELLING SERVICE**

“Storyweaving.” Featured Storytelling Presentations: Sumner Elementary School (November 2003); Union Hill Elementary School (March 2003); Washington Elementary School (February 2003); Union Hill Elementary School (May 2006); Erwin Montessori School (May 2006); Bessemer Elementary School (August 2006); Florence Elementary School (January 2007).

“What’s a Mother to Do?” Featured Presentation: Tellabration 2002! – International Storytelling Concert. November 2002.

“A.N.C. Williams, Franklin Merchant.” Historical Presentation: A Day in Brentwood’s Past. May 2002.

“George Washington Carver: Artist and Chemurgist.” Presentation: Edmondson Elementary School. March 1999.

**HONORS AND AWARDS (abridged)**

- 2006 Fulbright Administrator Exchange-Thailand (recipient)
- 2006 Joseph B. Whitehead Educator of Distinction Award (recipient)
- 2005-2006 Guilford County Schools Secondary Principal of the Year
- 2005 Guilford College Year of Spirit and Spirituality Grant (recipient)
- 2004 Fulbright Educator Exchange-Jordan (recipient)
- 2003 British-American Project (fellowship recipient)
- 2003 Joseph B. Whitehead Educator of Distinction Award (recipient)
- 2003 North Carolina Charter School Proposal (approved)
- 1999 Williamson County Arts Council Principal’s Award Grant (recipient)
- 1998 Fulbright Memorial Fund Teacher Program (scholar-participant)

**PUBLICATIONS**

Dream Maker: The Story of Preachin’ John. Book: a children’s work in progress.

The Tale of Imani the Bunny. Book: a children’s work in progress.

“Tie Bow.” Article: The Williamson AM

“On Becoming.” Article: The Guilfordian

“Thanksgiving in May.” Article: The Carolina Peacemaker

“Return to Kennewick.” Article: The Carolina Peacemaker

“VOL NTEER: All that’s missing is U.” Article: The Carolina Peacemaker

“One Size Doesn’t Fit All.” Article: The Carolina Peacemaker

2 3 2007

## Tony Lamair Burks II

Tony Lamair Burks II, the founding principal of North Carolina's first early college high school, serves as Director of Magnet and Choice Schools for Guilford County Schools (GCS).

As Director of Magnet and Choice Schools, Burks assist the school district in improving and expanding its magnet offerings. He leads efforts to start new schools and programs, monitoring their effectiveness and providing staff development opportunities. He is responsible for coordinating and managing the planning, development, media relations, and finances for Magnet School Assistance Program (MSAP) funded schools. Additionally, he collaborates with staff, private/independent schools, colleges, universities, and various organizations to develop new ideas and implement changes

Burks and a team of educators—including Dr. Kathryn Adams—developed The Early College at Guilford (ECG) into a national model. Since the school's inception in 2002, North Carolina has launched the New Schools Project, Learn and Earn, and other innovative initiatives designed to establish smaller learning communities and reform high schools state-wide.

Burks was named the 2005-2006 Secondary Principal of the Year for Guilford County Schools. He is also a two-time recipient (2003 and 2006) of the Joseph B. Whitehead Educator of Distinction Award for "exemplary dedication to the field of education." The Coca-Cola Scholars Foundation and the Joseph B. Whitehead Foundation present this annual national award to acknowledge 250 educators who, with vision and purpose, enhance the minds and experiences of future leaders.

Burks has served independent and public schools in roles from philosophy teacher to school principal since 1993. (b)(4)

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Eric J. Becoats, Ed.D.

(b)(6)

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### ***Professional Summary***

Over 15 years in private and public senior executive management positions with specific expertise in:

- Management and Leadership
- Process Improvement
- Organizational Development
- Facilitation
- Business Development
- Training and Development
- Executive Presentations
- Strategic Planning
- Cross Functional Teambuilding
- Educational Planning

### **Selected Accomplishments**

Implemented a Balanced Scorecard Management Process for monitoring and evaluating the districts' efforts toward increasing academic achievement for all students.

Instituted organizational team briefings for Curriculum Organizational Development and Academic Improvement divisions.

Developed and implemented operational procedures for opening of schools processes for schools within the district.

Managed over seventy technology staff members in processes that enhanced technology for business applications, student applications, instructional technology and business development.

Implemented technology enhancements and a curriculum framework for the districts' Leadership & Global Economics Magnet Program.

Managed the process of updating technology systems in secondary schools that allowed for videoconferencing within the school district, local colleges/universities and Russia.

Managed the process of implementing Total Quality Management (TQM) systems for 145 schools and central office departments. The TQM efforts supported the development and implementation of the Balanced Scorecard. The district was able to meet 80% of Goals 2005 within one year of development.

Managed a staff of sixteen technical professionals to develop an assignment plan for 112,000 students in the 26<sup>th</sup> largest urban school district in the nation. The new assignment plan was the first significant reassignment plan in over 30 years. Interfaced with the Board of Education and elected officials, made numerous public presentations, and served as the technical spokesperson for the rollout of the plan.

Interfaced two data collection systems to ensure that the school district student database had accurate and accessible information, resulting in the first data dictionary for 112,000 students in an urban school district.

Managed the development of the long-range school facilities master plan for the school district which projected the student population in the next ten-year period to ensure better preparation for facilities planning and capital needs.

Managed a diverse group of citizens to solicit feedback and input on concerns related to the school system and incorporated community inputs to enhance the operational delivery of services and products.

## ***Professional Experience***

*Guilford County Schools, Greensboro, North Carolina*

*2005-present*

The state's third largest urban school district serving 70,000 students in grades K-12, with 116 schools and an operational budget in excess of \$450 million.

### **Chief of Staff**

2005 to present

Translates the district's educational philosophy, goals and objectives into active strategies that will benefit each student. Provides leadership and oversight in the development of K-12 curriculum, instructional strategies, and professional development initiatives. Oversees the implementation of the district's capital improvement program. Assist in the development and administration of the annual operational budget. Conducts studies and research in various aspects of educational policy. Works collaboratively as a member of the Superintendent's Cabinet.

### **Instructional Intervention Team Leader**

2007 to present

Manage staff in the process of improving instructional delivery in order to meet Adequate Yearly Progress goals. Utilize formative assessment data to interpret and direct instructional efforts around teaching to mastery and re-teaching. Interpret value-added teacher data to assist in the development and deployment of staff. Develop daily schedules to maximize the use planning, remediation and acceleration for students in grades 3-5. Analyze and determine staff development needs in the areas of literacy, math, discipline, and effective instructional strategies.

*University Park Baptist Church, Charlotte, North Carolina* 2004 to 2005

One of the largest Baptist churches in Mecklenburg County, NC serving over 7,000 members throughout the county with a budget in excess of \$9 million dollars.

**Director, Community Economic Development** 2004-2005

Provided leadership and direction for business-wide research and development programs and activities. Obtained Research and Development contracts and funding. Responsible for the development and execution of non-profit and for-profit businesses within the organization. Responsible for financial and human resource accountability within four departments. Developed process improvement strategies for each department to ensure an enhanced delivery of services. Managed and directed operations related to the development of a middle school serving students in grades 6-8.

*Charlotte-Mecklenburg Schools, Charlotte, North Carolina* 1997-2004

The nation's 26<sup>th</sup> largest urban school district serving 112,000 students, with 141 schools and an operational budget of approximately \$600 million.

**Assistant Superintendent, Planning and Development** 2002-2004

Reported to the Superintendent. Managed financial and human resources accountability within five departments, including over 35 professional staff and 100 support staff. Developed policies and procedures related to technology, instructional technology, curriculum development, strategic planning, operational planning, student planning, total quality management, and inventory systems and facilities management. Managed an operational budget in excess of \$15 million.

**Chief Officer, Demographics and Planning** 1998-2002

Reported to Deputy Superintendent. Responsible for financial and human resources accountability within two departments, including 18 professional and support staff. Developed policies related to long-term and short-term planning. Managed a budget in excess of \$300,000.

**Executive Director, Planning Management** 1997-1998

Reported to Assistant Superintendent for Planning Services. Developed student assignment plans for 98,000 students in grades K-12. Managed and directed the activities of six Community Based Planning Advisory Councils.

*Baltimore City Public Schools, Baltimore Maryland* 1992-1997

The nation's 25<sup>th</sup> largest urban school district serving 110,000 students, with 182 schools and an operational budget of \$800 million.

**Chief Planner, Planning and Student Placement** 1996-1997

Reported to Deputy Superintendent. Developed and recommended policies and procedures related to student assignment planning for adoption by the Superintendent's Cabinet and the Board of School Commissioners.

**Director II, Planning and Student Placement** 1992-1996

Reported to Director of Planning and Student Placement. Developed and maintained, in cooperation with the Management Information Systems Department, a system-wide geographical information system for data collection, compilation, and dissemination of student-based and school-based data.

## Professional Credentials

Ed.D., Educational Leadership, University of North Carolina-Charlotte  
M.S., Financial Planning, Johns Hopkins University, Baltimore, Maryland  
B.S., Accounting/Business, Lincoln University, Lincoln University, Pennsylvania  
Former Executive Board Member, Leadership Charlotte  
Member, Association for Supervision and Curriculum (ASCD)  
Member, North Carolina Association of School Administrators (NCASA)  
Member, Community Building Initiative and Social Capital  
Former Member, City & County Government Planning Liaison Committee

## Monica Felecia Walker

(b)(6)

### Professional Experience

August, 2006 - *Present*

#### **Diversity Officer**

*Guilford County Schools, Greensboro, NC*

#### **Diversity Officer**

Responsible for advancing diversity and inclusion strategy by setting the strategic direction, recommending, developing, implementing and managing all aspects of this strategy. The individual is responsible for managing a staff of professionals to implement the Board of Education's diversity strategy and its multiple components.

August, 2003 - *Present*

#### **Visiting Instructor, Department of Justice & Policy Studies**

*Guilford College, Greensboro, NC*

#### **Visiting Instructor, Department of Justice & Policy Studies**

Principally responsible for educational instruction and development of curriculum and classroom supervision for traditional age and adult students.

April 1992 - *Present*

#### **Core Trainer, Undoing Racism Workshop**

*People's Institute for Survival & Beyond, New Orleans, LA*

Serve as a teacher/trainer/organizer to a national organization providing in-depth training, analysis and support to organizations, agencies and institutions seeking to better understand the nature and depth of racism, culture and history and its disempowering impact on people of color in the U.S. The training exposes and understanding of how history, race and culture have been used to perpetuate the development and maintenance of a race based construct in our nation. While the work is primarily based in the U.S. our reach has included South & Central Africa.

July 2000 - *January 2004*

#### **Core Trainer, Dismantling Racism Workshop**

*Crossroads Ministry, Chicago, IL*

Serve as a teacher/trainer/organizer to a national organization providing in-depth training, analysis and support to organizations, agencies and institutions seeking to better understand the nature and depth of racism, and its disempowering impact on people of color in the U.S. The training exposes and understanding of how history, race and culture have been used to perpetuate the development and maintenance of a race based construct in our nation.

September 1997 - *Present*

#### **Executive Coordinator, Commemoration of the Maafa**

*January 1989 - 1997*

#### **Communications Director**

*St Paul Community Baptist Church, Brooklyn, New York*

### **Executive Coordinator, Commemoration of the Maafa**

Management and supervision of a multi-faceted team of staff, coordinators and volunteers involved in the development and implementation of national project, the Commemoration of the Maafa; Principally involved in the administration and management of an annual budget of 2.5 million; Responsible for the design, development and implementation of all programs and activities related to the project; Responsible for the recruitment of all staff, volunteers and related personnel; Responsible for the engagement and management of all vendor and consultant contracts secured to service individual and collective project initiatives; Responsible for the management and development of project's national road tour to venues including Atlanta, Seattle, New Orleans, Chicago & other smaller urban markets; Supervises and directs the development of all publicity, and advertisement related to the project; responsible for the networking and promotion of project initiatives through community building and establishing a national profile through the promotion of various public relation initiatives.

### **Communications Director**

Principally responsible for the development, implementation and production of Church's information resources and communication; Responsible for all daily, weekly, monthly and annual publications, including newsletter, journal, bulletins, informational flyers an program. Responsibilities included the facilitation and planning of all special events and projects; Developed and managed a community bookstore, owned and operated through auspices of the church; Established contact and relationships with all speakers, vendors, consultants and/or companies as required to develop program and program resources; Taught and trained all personnel as necessary to develop individual special projects and events.

*January 1987 - 1989*

### **Director of Living Consortium**

*New York Urban League, New York, New York*

Developed, managed and supervised a city-wide project focused on reducing teen pregnancy and developed alternative extra-curriculum program for young people; Supervised and directed a staff of ten person and related volunteers; Established and developed relationship with other agencies, Press, and city officials as necessary to advertise, promote and build the project; Responsible for the management of the project budget, office resources and the generation of all reports and quarterly and annual evaluations.

### **EDUCATION**

*M.R.P (Master of Regional Planning) University of Massachusetts (Amherst) 1983*

Degree provided for extensive background and training in the area of planning designing and shaping of a viable economy for rural and isolated communities

*B.A. (Broadcast Journalism) University of Alabama (Tuscaloosa) 1980*

### **ADDITIONAL EXPERIENCE**

Federation of Southern Cooperatives, Epes, AL (Rural Economic & Cultural Development)

Southeast Alabama Self-Help Association, Tuskegee, AL

(Rural Economic Development & Organizing)

Southern Rural Women's Network, Jackson, MS (Rural Economic & Cultural Development)

### **CONSULTANCIES & TRAININGS**

National Council of Negro Women, Washington, DC

Salvation Army of Greater New York, New York, NY

Development Leadership Network, Boston MA  
City of Tuskegee, Tuskegee, AL  
Gulfside Assembly, Waveland, Mississippi  
Jewish Board of Families and Children, New York, NY  
Polo Ralph Lauren Corporation, New York, NY  
National Education Association, Washington, DC  
Blackbear Leadership Council, Siren, WI  
Hampshire College, Amherst, MA  
Mount Holyoke College, Amherst, MA  
Metropolitan University, St. Paul, MN  
Antioch College, Yellow Springs, OH  
Mt Aery Baptist Church, Aiken, SC  
Edmonds College, Lynette, WA  
Richmond School District, Richmond, CA  
Palm Beach School District, West Palm Beach, FL  
University of Alabama, Tuscaloosa, AL  
University of Arizona, Tucson, AZ  
Fordham University, New York, NY  
Unitarian Universalist, Montclair, NJ  
National Cathedral, Washington, DC  
Casey Family Program, Cheyenne, WY  
Casey Family Program, Seattle, WA  
Casey Family Program, Baton Rouge, LA  
Casey Family Program, Houston, TX  
Casey Family Program, Portland, OR  
City of Bellevue, Bellevue, WA  
City of Seattle, DHS, Seattle, WA  
Northern Kentucky University, Cincinnati, OH  
Boy's Home, Covington, VA  
Project Change, Albuquerque, NN  
Project Change, Knoxville, TN  
Berea College, Berea, KY  
Sinsinawan Order of Nuns, Sinsinawa, WI

# Dr. Terrence O. Young

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## PROFESSIONAL EXPERIENCE

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### Guilford County Schools, Greensboro, NC

*Chief Information and Student Services Officer* 7/03 Present

- Provides leadership for Information Technology.
- Supervise Instructional and Technology Services for the district's schools and administrative offices.
- Supervises all Mission Essential Departments of the Student Services Division.

*Associate Superintendent* 7/01 6/03

- Supervised thirty-two of the elementary schools in the district.
- Supervised Instructional and Technology services departments for the district. This Role encompassed the scope of Pre-k - 12 curriculums along with technology including technology infrastructure.
- Supervised the Division of Curriculum and Instruction.

*Associate Superintendent* 11/00 6/01

- Supervised fifty-two schools pre-k - 12<sup>th</sup> grade.

### **Ephesus Elementary School**, Chapel Hill, NC

*Principal* 8/96 -10/00

*Assistant Principal* 8/94 8/96

### **Chapel Hill – Carrboro City Schools**, Chapel Hill, NC

6/93 8/94

*Coordinator of Enrichment Program*

- Enrichment Program(s) development and implementation for school district.

### **Ephesus Elementary School**, Chapel Hill, NC

1/93 5/93

*Administrative Intern*

### **Culbreth Middle School**, Chapel Hill, NC

8/90 6/92

*Teacher* Mathematics

### **Columbia University**, New York, NY

6/88 6/90

*Teacher* Mathematics (S.T.E.P. Program)

### **Campus High School**, New York, NY

2/90 5/90

*Teacher* Mathematics

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## EDUCATION

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**University of North Carolina**, Chapel Hill, NC 1997  
**Doctorate Ed. D.** - Educational Leadership and Organization Theory

**City College of New York**, New York, NY - 1990  
**B.S. & M.S.** - Secondary Mathematics Education, Mathematics

**Jamaica High School**, Jamaica, NY 1982  
Regents Endorsed Diploma

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## PROFESSIONAL ACTIVITIES

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Microsoft Certified Systems Engineer (MCSE July 2004)

Deming's Total Quality Management Training

Covey's Seven Effective Habits Training

Reviewer of AERA articles

Amerman Communications Training

Ventures Teacher Screening Process (Trainer) & Administrator

Center for Creative Leadership Development Course

Center for Creative Leadership (Coach-the-Coach)

Yale Professional Development Course

Center for Creative Leadership Professional Coach

National Committee for Communities and Justice

Leadership Consulting

Strategic Planning Trainer

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## ORGANIZATIONS

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- North Carolina Association of School Administrators
  - Educational Leadership
  - Consortium for School Networking (CoSN)
  - International Standards for Technology and Education (InSTE)
  - Association for Supervision and Curriculum Development (ASCD)
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## OTHER PROFESSIONAL EXPERIENCE

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United States Army

1/82 1/86

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**RESUME**

**JAMES DONALD HARE, Ed. D.**

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336-451-9318 (Business cell)

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**EDUCATION**

1983	Vanderbilt University	Major:	School
Administration	Nashville, TN	Degree:	Doctor of Education
1980	East Carolina University	Major:	School
Administration	Greenville, NC	Degree:	Educational Specialist
1975	East Carolina University	Major:	School
Administration &	Greenville, NC	Degree:	Supervision Master of Arts
1968	East Carolina University	Major:	Grammar Education
	Greenville, NC	Degree:	Bachelor of Science

**AREAS OF CERTIFICATION**

Superintendent	Mentor	
Principal	Grammar Grades	4-8
Curriculum Specialist	Mathematics	6-9
Vocational Administrator	Science	6-9
Exceptional Children Administrator	Social Studies	6-9
Academically Gifted	History	6-9

**PROFESSIONAL EXPERIENCE**

2005-Present	<u>Executive Director</u> Guilford County Schools 120 Franklin Blvd. Greensboro, NC 27406
1994 - 2005	<u>Superintendent</u> Urbana City Schools Urbana, Ohio 43078

1992 - 1994 High	<u>Principal</u> West Liberty -Salem Junior/Senior  West Liberty -Salem Local Schools West Liberty, Ohio 43357
1990 - 1992	<u>Educational Consultant</u> Hare & Associates Fayetteville, NC 28314
1988 - 1990	<u>Superintendent</u> Rocky Mount, City Schools (Now Nash-Rocky Mt. Schools) Rocky Mount., NC 27801
1987 - 1988  County )	<u>Superintendent</u> Lumberton City Schools (Now Public Schools of Robeson  Lumberton, NC 28359
1983 - 1987	<u>Superintendent</u> Franklinton City Schools (Now Franklin County Schools) Louisburg, NC
1976 - 1983  County )	<u>Assistant Superintendent</u> Saint Pauls City Schools (Now Public Schools of Robeson  Lumberton, NC 28359
1969 - 1976 8)	<u>Teacher</u> (Science & Math, grades 7 &  Fort Bragg Dependent Schools Fort Bragg, NC 28307
1968 - 1969	<u>Teacher</u> (Science & Math, grade 7) Wayne County Schools Goldsboro, NC 29530

**OTHER PROFESSIONAL EXPERIENCE**

1993 - 1997	<u>Adjunct Professor</u> Wright State University Dayton, OH
1978 - 1983	<u>Adjunct Professor</u> Robeson Community College Lumberton, NC

1969 1977

Adjunct Instructor  
Fayetteville Community College  
Fayetteville, NC

## **PROFESSIONAL MEMBERSHIPS**

Association for Supervision & Curriculum Development  
American Association of School Administrators  
Buckeye Association of School Administrators  
Guilford County Partnership for Children  
National Association of Federal Education Program Administrators  
North Carolina Association of School Administrators  
North Carolina Association for Supervision and Curriculum Development  
North Carolina State Committee of Practitioners

### **COMMUNITY AFFILIATION AND ACTIVITIES** (Past & Present)

Church (Deacon, Superintendent, Teacher)	Historical Society
Parents for the Advancement of Gifted Education	Rotary Club
Programs for Excellence in Education Board of Directors	Lions Club
United Way Board of Directors	Arts Council
Chamber of Commerce	

**C. E. McCARY III, Ed.D.**

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Objective: ***To help transform public education and the profession of teaching to meet the needs of our future society and workforce***

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**QUALIFICATIONS**

Statewide reputation for innovation and improvement in student achievement

Proven skills in assessment, standards, use of quality tools for strategic and school improvement planning, leadership development, instructional improvement

Experienced school, district and state leader K-12, including superintendent and assistant superintendent

Published author, national presenter and consultant in school reform and assessment

Skilled group facilitator, consensus-builder and adult educator

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**EDUCATION**

<b>Harvard Graduate School of Education</b> Cambridge, Massachusetts Ed.D., EDUCATIONAL ADMINISTRATION	1983
<b>Southern Connecticut State University</b> New Haven, Connecticut M.S., ELEMENTARY EDUCATION (SCIENCE)	1973
<b>Yale University</b> New Haven, Connecticut B.A., PSYCHOLOGY	1970

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**EXPERIENCE**

**Chief Academic Officer  
Guilford County Schools  
Greensboro, NC**

*July 2006 - present*

Serve as leader of the Academic Improvement Division; directly supervise Instructional Improvement Officers (Elementary, Middle and High), and Executive Directors of Curriculum and Instruction (elementary, secondary) and Advanced Learners. Set goals for the division and assist with planning programs; assist IIOs with decision making and problem solving; monitors progress of the programs.

Work closely with the Executive Directors in Academic Improvement to evaluate existing curriculum programs; based on general observation and the results of Accountability Services testing, determines the need to update the School Improvement Plans (SIP).

Develop collaboration and cross-departmental teams with Research and Accountability,

Student Services, and Organizational Development to improve services to and develop the capacity of schools for continuous improvement.

Provide direction for the improvement of student achievement in grades PreK - 12 system-wide; develops, organizes and implements models of technical assistance for schools with low student achievement; develops, organizes and implements models of continuous improvement for schools with average - to - high student achievement. Provide leadership to school services team in the hiring process; evaluation process, day-to-day operational problems in 112 schools. Lead district initiatives to organize and deploy Intervention Teams to provide direct assistance to schools in danger of not meeting federal accountability standards; assist other Intervention Teams with the delivery of technical assistance to schools.

Collaborate with school system departments, community agencies, local universities, research laboratories, etc.; seek advice from, as well as shares information with each group; maintains contact with other school systems to share ideas and information.

Assist in determining the types of programs needed by schools and make appropriate recommendations; addresses the needs of staff. Provide input on professional development activities for GCS; monitor the latest research, trend and development in all areas of education and interprets these matters for the Superintendent, cabinet and senior staff members. Collaborate with Research and Accountability to provide research and testing for measuring the effectiveness of the system-wide educational program.

#### **Vice President, Education Services**

*April 2005 – July 2006*

TetraData, Inc.  
Greenville, SC

Developing professional learning, implementation services, consulting and training for school districts and other K-12 educational customers. Developing Breakthrough Performance Analysis™ software documentation and strategic planning/continuous improvement services. Providing organizational development gap analysis to identify customer priorities and develop comprehensive solutions.

#### **Educational Consultant**

*February 2004 – March 2005*

Researching and advising superintendents on district and school improvement planning, use of quality tools and data analysis, high school reform strategies and options, including career academies, block scheduling, professional learning communities, and ninth grade academies.

#### **Superintendent**

Jackson County Public Schools  
Sylva, North Carolina

*February 2001 to November 2003*

Led transformation of rural school district of 3700 students, 7 schools and 254 employees into best ABC scores in district history: six of seven schools receiving state recognition, four Schools of Distinction, three High Growth, best SAT scores in seven years (well above national average). First strategic plan in district history: Utilized Title I to fund instructional lead teacher in every school. Quality principles incorporated into rewrite of entire board policy, alignment of district and school priorities and planning format, and reorganization of central office to support continuous, data-driven school improvement. Creation of high school freshman transition program, Literacy Council, long-range literacy plan, middle school Math and Science Councils, organization of school safety panels and systematic surveys of parents, students and staff. Organized first regional economic summit in partnership with Economic Development Council.

**Assistant Superintendent for Instructional Services**

Elizabeth City-Pasquotank Public Schools

*July 1992 to December 2000*

Elizabeth City, North Carolina

Supervised 15 instructional staff, worked with 11 schools and over 400 professional staff in low wealth rural/urban district of 6100 students and 50% poverty. District developed statewide reputation for innovation, received Governor's Most Entrepreneurial Schools Award as a district. Selected for three statewide pilots, one of first districts to implement promotion standards, receive recognition for Closing the Gap pilot, and participate in national Standard-Bearer project to accredit districts. Increased percent of students performing at or above grade level by 11% over 3 years for first time in district history. Leader in Standards & Accountability statewide initiative and development of Senior Project graduation requirement. Co-principal investigator of \$1.1 million National Science Foundation systemic change grant to transform K-8 math instruction in five rural districts. Initiated and supervised role of instructional specialist (lead teacher) in every school. Developed participative decision-making process for adult learning and technology, innovative promotion/ intervention policy and summer intervention program, use of promotion portfolios and writing assessment tools, standards-based elementary report card, professional standards of practice in communication skills and math, and innovative environmental science/math project recognized nationally by Goals 2000.

**Administrator for Research, Testing and Planning**

Durham County Schools

*January 1989 to June 1992*

Durham, North Carolina

Developed "Test Busters" district program to train school teams to use test data to plan instructional improvements, resulting in 19 point gain in SAT scores over 2 years. All 23 schools met 75% or more of first year school improvement goals. Initiated Quality Classroom Assessment project to develop classroom performance assessment measures. Developed district test analysis system to disaggregate data and monitor progress in reducing inequities. With superintendent, increased awareness of equity issues through publication of comprehensive testing report, news releases and public speaking. Responsible for analyzing and reporting district test data, training and technical support for school improvement teams, and reporting progress of district improvement plan. Published K-5 curriculum alignment. Implemented test auditing and accountability procedures to protect test security and reputation of district.

**Principal: HOPE VALLEY ELEMENTARY SCHOOL**

Durham County Schools

*June 1986 to December 1988*

Durham, North Carolina

Transformed organizational culture to value risk-taking, collegiality and innovation. Developed school-wide consensus on social values, basing classroom and school discipline on student rights and responsibilities. Implemented 3 year plan to improve writing across the curriculum, resulting in daily composition, student writing portfolios, school newspaper and literary publication. Trained specialists to function as in-classroom consultants. Increased number of classroom teachers certified to teach Academically Gifted. Initiated grade-level annual planning and curriculum alignment to produce grade-level timelines, block scheduling to protect instructional time and increase team teaching.

**Research Associate and Assistant to the Director**

Vanderbilt University: Center for the  
Advanced Study of Educational Leadership  
Nashville, Tennessee

*June 1983 to June 1986*

Co-directed Vanderbilt Principals' Institute and Instructional Leaders' Institute.  
Facilitated national superintendents' project responding to *A Nation at Risk*.  
Developed computer-based effective practices database, mailing-training records system, and national electronic mail network for sixty superintendents. Planned and supported over fifteen professional training institutes for more than two hundred superintendents, assistant superintendents and principals. Consulted to over ten school districts on school improvement planning and technology.

**Vice President for Health Systems**

ComputerWare, Inc.  
Nashville, Tennessee

*June 1981 to April 1984*

Developed software applications and market microcomputer systems to doctors, dentists and small business.

**Project Director:** FOSTER CARE TRAINING PROGRAM

The University of Tennessee:  
Institute for Public Service, Center for Government Training  
Nashville, Tennessee

*January 1977 to June 1981*

Developed first statewide training program for foster parents, resulting in reduced placement failure and increased contact with birth parents.

**Instructor:** DEPARTMENT OF EDUCATION

Lesley College  
Cambridge, Massachusetts

*September 1976 to June 1977*

**Assistant Professor:** DEPARTMENT OF EDUCATION [Part-time]

Emerson College  
Boston, Massachusetts

*March 1974 to June 1977*

**First Grade Teacher:** INDIAN NECK ELEMENTARY SCHOOL

Branford Public Schools  
Branford, Connecticut

*September 1970 to June 1973*

**MEMBERSHIPS**

International Society for Technology in Education

Phi Delta Kappa

Association for Supervision and Curriculum Development

**PRESENTATIONS/CONSULTING**

**Research Implications for High School Reform**

For Dr. Neil Pederson, Superintendent, Chapel Hill-Carrboro Public Schools, NC  
(February-April, 2004)

**“Creating a Culture for Continuous Improvement”**

E-Forum Principles for Principals, invited panel response to Dr. Jennifer James’ presentation (April 22, 2003, Asheville, NC)

**Southeastern Regional Vision for Education (SERVE) Leads Consortium**

Design, facilitation and presentations for 1-2 meetings a year of 12-15 southeastern districts, including assessment, protocols for reviewing student work, mathematics and literacy reform, leading to ongoing consortium focused on quality schoolwork (1998-2000)

**“Ending Social Promotion”**

ASCD National Conference (March 24, 1998, San Antonio, Texas)

**“Using Accountability as a Lever for Changing the Culture of Schools”**

Petal, MS; George County, MS; Blount County, AL school districts (1998-1999)  
Superintendents’ Education Policy Institute, George Washington University, Center for Excellence and Equity (January 30, 1998, Washington, DC)  
NCASA Summer Conference (July 13-16, 1997, Wilmington, North Carolina) SERVE 1st Annual Conference (October 1996, St. Petersburg, Florida)

**“Redefining a School District as a Knowledge-Work Organization”**

Institute for Educational Dialogue, Nassau County Board of Cooperative Educational Services (December 8, 1997, Westbury, New York)

**“A Solution to the Retention/Social Promotion Dilemma”**

SERVE 2nd Annual Conference (October 1997, Atlanta, Georgia)  
ASCD National Conference (March 1997, Baltimore, Maryland)

**“District Level Strategies for Accountability at the School and Teacher Level”**

SERVE 2nd Annual Conference (October 1997, Atlanta, Georgia)

**“Senior Projects as a Tool for Raising Standards”**

Southern Regional Education Board (SREB) Annual Conference (July 1997, Atlanta, Georgia)  
Principals’ Executive Program Instructional Leadership Symposium (February 1997, Chapel Hill, North Carolina)

**“Research, Data and Best Practices”**

Principals’ Executive Program Instructional Leadership Symposium (February 1997, Chapel Hill, North Carolina)

**“Quality Classroom Assessment”**

North Carolina Association of Educators Conference (March 1996, Greensboro, North Carolina; March 1992, Raleigh, North Carolina)  
Northeast NC Leadership Conference (July 1995, Kitty Hawk, North Carolina).  
Center for Creative Leadership Winter Conference (February 1995, Orlando, Florida)  
Corinth School District (April 1994, Corinth, Mississippi)  
Mississippi Superintendents Annual Conference (March 1994, Jackson, Mississippi)

**“Outcome Based Education”**

AERA National Conference (February 1995, San Francisco, California)  
NC Department of Instruction Annual Testing Conference (Spring 1993-95)

**“The Changing Role of Central Office Staff”**

Center for Site-Based Management statewide telecast (September 1994, Raleigh, North Carolina)

**“Test-Busters: Using Test Results to Improve Instruction”**

South Boston School District (March 1993, South Boston, Virginia)  
AASA Annual Conference (February 1992, San Diego, California)  
Augusta School District (January 1992, Augusta, Georgia)  
Southern Association of Schools and Colleges Annual Conference (October 1991, Atlanta, Georgia)

**“ITCOT: A Computer Simulation of School Improvement”**

Vanderbilt Principals’ Academy (June 1986, Nashville, Tennessee)  
Utah Principals’ Academy (1985, Salt Lake City, Utah)  
Vanderbilt Instructional Leaders’ Institute (July 1986, St. Petersburg, Florida)  
Springfield, Missouri; Greenville, South Carolina; Darlington, South Carolina;  
Huntsville, Alabama; McDowell County, North Carolina (1985-87)

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**P U B L I C A T I O N S**

**“Breakthrough Improvement”**

with David Bayless, North Carolina Center for Performance Excellence (2005)

**“From Good to Great and Beyond: from a High School on the Road”**

with David Richardson, in process (2004)

**“Using Accountability as a Lever for Changing the Culture of Schools:  
Examining District Strategies”**

with Joe Peel and Wendy McColskey, Southeastern Regional Vision for Education  
(1997)

**“Visioning the Little Red Schoolhouse for the 21st Century”**

with Joe Peel, Phi Delta Kappan (May, 1996)

**Determining Our Future: A Guide for Planning School Improvement**

Elizabeth City-Pasquotank Public Schools (1993)

**“Developing the Strategic Thinking of Instructional Leaders”**

with Phil Hallinger, The Elementary School Journal (November, 1990)

**“Using a Problem-Based Approach for Instructional Leadership Development”**

with Phil Hallinger (1990, Journal of Staff Development)

**Beth L. Folger, Ed.D**

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**Objective** An associate superintendent position in a high performing and progressive district where children come first and a commitment to excellence is expected.

- Qualifications**
- Successful experiences as associate superintendent, principal, manager of professional development, and middle and elementary school teacher
  - Extensive knowledge of research-based reform efforts and instructional practices
  - Effective communication, analytical, and leadership abilities

**Education**

<b>Doctorate of Education</b> Ashland University, Ohio	<b>2005</b>
<b>Master of School Administration</b> University of North Carolina at Greensboro	<b>2000</b>
<b>Bachelor of Arts: Education</b> University of North Carolina at Chapel Hill	<b>1991</b>

**Certifications**

Ohio Superintendent Certificate  
Ohio Elementary Principal Certificate  
North Carolina Principal License  
North Carolina Teaching License  
North Carolina Certificate in Gifted Education

- Experience**
- |  |                  |
|--|------------------|
| <b>Executive Director of Secondary Curriculum and Instruction</b><br><b>Guilford County Schools, NC</b>  | <b>Dec 2006</b>  |
| <ul style="list-style-type: none"><li>▪ Conduct audits and align curricula for grades 6-12</li><li>▪ Coordinate process for creation of standardized content units and accompanying formative assessments</li><li>▪ Align pacing guides, curriculum maps, and curricular units to the NC Standard Course of Study</li><li>▪ Implement a balanced system of curriculum, instruction, and assessment to improve student achievement via the mastery learning process</li><li>▪ Oversee textbook purchases and distribution</li></ul> |                  |
| <b>Instructional Improvement Officer</b><br><b>Guilford County Schools, NC</b>   | <b>2005-2006</b> |
| <ul style="list-style-type: none"><li>▪ Supervise 12 middle schools and the opening of the 13<sup>th</sup></li><li>▪ Assess and evaluate the effectiveness of instruction in all content areas in grades six, seven, and eight</li></ul>   |                  |

- Manage data systems that provide information on student, school, and district achievement
- Monitor the implementation of district initiatives
- Coach principals in instructional leadership and help principals navigate the system
- Evaluate school improvement plans and collaborate with school leadership teams to identify areas of strength and areas for improvement
- Accountable for improved student achievement in grades 6-8 academic program
- Conduct classroom walkthroughs and engage teachers in professional inquiry around instructional strategies and results

**Associate Superintendent  
Perry Public Schools, Ohio**

**2003-2005**

- Maintains formal links with all educational service centers, schools, and departments to ensure consistent delivery of curriculum and instructional programs
- Facilitates communication with employee organizations, parents, community groups, and institutions of higher education regarding curriculum, instruction, and assessment
- Supports the design and delivery of professional development that ensures fidelity of curriculum implementation across all schools
- Accountable for improved student achievement in K-12 academic program
- Oversees implementation of professional learning teams district-wide
- Responsible for district meeting national, state, and local goals and completion of accompanying paperwork
- Directs an orientation program for entry year and new-to-district teachers
- Prepares student achievement reports and presentations for the superintendent and Board of Education
- Leads team of 20 teacher leaders in process of K-12 vertical alignment and implementation of professional learning communities
- Develops, evaluates, and implements the K-12 assessment process
- Chairs subcommittees of the district's Finance Task Force, which evaluates fiscal policies, internal controls, and plans strategically for fiscal stability
- Oversees K-12 academic appropriations and all district expenditures
- Chairs the Local Professional Development Committee, which approves individual plans and licensure renewals
- Collectively bargains union contracts for certified and classified staff members
- Screens, interviews, and selects new employees in the academic program and in operations
- Formally evaluates elementary, middle, and high school principals, the executive director of program development, and director of special education
- Conducts classroom walkthroughs and engages teachers in professional inquiry around instructional strategies and results

**Elementary Principal  
Perry Public Schools**

**2000 - 2003**

- Improved student achievement in reading, math, and science
- Utilized data to inform decision-making about curriculum, instruction, and assessment and to build urgency for change
- Reduced elementary school expenditures by 35%

- Supervised the evaluation and selection of textbooks, instructional materials and equipment
- Provided constructive feedback through formal and informal observations and evaluations
- Transformed faculty meetings from informational sessions to professional development opportunities that promoted effective instructional practices
- Thoroughly and consistently met verbal, written, and implied commitments without exception
- Instituted an accelerated program for high-achieving students in reading and math without additional costs to the district
- Built leadership capacity through identification and recruitment of potential leaders within the teaching ranks
- Effectively managed the physical facilities to maintain a safe and clean learning environment
- Co-chaired the school improvement team and building level committee

**Program Manager for Quality Training and Development** **1997 – 2000**  
**Winston-Salem/Forsyth County Schools**

- Facilitated learning and training in Total Quality, High Performance, Continuous Improvement, Aligned Management System, and Facilitative Leadership (Certified and licensed Interaction Associate trainer)
- Designed and led strategic planning process for system of 48,000 students, 65 schools, and numerous stakeholders
- Planned, coordinated, and conducted staff development sessions on multiple topics
- Supervised and evaluated cadre of trainers
- Managed program budgets and compiled state reports
- Served as liaison between school system and state and local organizations
- Aligned program directives to system's beliefs, mission, and goals
- Assisted school and department personnel in goal and process alignment, and program evaluation
- Trained, supported, and evaluated school improvement planning process

**Educational Consultant** **1998 – 2000**  
**School Leadership Services (The Coble Group), UNC-Greensboro, North Carolina**  
**Partnership for Excellence, Personal Consulting**

- Team taught field-based action research in the Masters of School Administration program
- Conducted training in leadership, team building, meeting facilitation, continuous improvement, beyond proficiency testing, collaboration tools, etc.
- Identified customers' needs and designed appropriate learning processes and materials
- Solicited and analyzed feedback for improvement and evaluation purposes
- Assisted in public relations for state-wide continuous improvement initiative
- Served as a technical assistance provider for low-performing schools across the state
- Coordinated and led forty member Teachers Advisory Council
- Presented at NC Center for Advancement of Teaching, national, state, and local conferences

**Elementary and Middle School Teacher** **1991 - 1997**

### **Winston-Salem/Forsyth County Schools**

- Utilized technology to enrich the curriculum and communicate with parents and peers
- Practiced evaluation and feedback methods to increase individual student achievement
- Successfully taught all populations of students in elementary and middle school through engagement in learning
- Led and participated in numerous curricular professional development sessions
- Actively participated in school improvement efforts and served on numerous committees
- Integrated Total Quality Education into the curriculum and improved classroom and school processes

### **Professional Memberships**

Ohio School Boards Association  
Eastside Curriculum Consortium  
National Association of Secondary School Principals  
Ohio Association of Elementary School Administrators  
National Association of Middle School Principals  
Association of Curriculum and Development  
National Staff Development Council  
Educational Data and Assessment Committee  
Value-Added Data Specialists

### **Service**

National Association of Gifted Children  
Division Proposal Reviewer, 2005.

Battelle for Kids: A Division of the Business Roundtable  
Web-based Product Reviewer, 2002-2003.

North Carolina Partnership for Excellence  
Proposal Reviewer, 1998, 1999, 2000.

North Carolina Technical Assistance Provider, NC Department of Education  
Service Provider to Low-Performing Schools, 1997-2000.

Science Textbook Selection Committee, NC Department of Education  
Textbook Reviewer, 1994.

Chair, School Calendar Committee, 1999.

Chair, Quality Cadre for School Improvement, 1997- 2000.

Chair, Quality Steering Committee, 1999- 2000.

# Lee Ann Segalla

**Objective** Seeking a leadership position in curriculum and instruction. Particular interests in building collaborative learning teams, strategic planning, and curriculum alignment.

**Professional experience** January 2007 – present Guilford County School System  
Greensboro, NC

## **Executive Director of Elementary Curriculum and Instruction**

- Conduct audits and align curricula for grades K-5
- Coordinate process for creation of standardized content units and accompanying formative assessments
- Align pacing guides, curriculum maps, and curricular units to the NC Standard Course of Study
- Implement a balanced system of curriculum, instruction, and assessment to improve student achievement via the mastery learning process
- Oversee textbook purchases and distribution

1999 - 2006 Wake County Public School System  
Raleigh, NC

## **Senior Director, Elementary Programs, Curriculum and Instruction**

- Currently promoting and supporting 93 elementary schools, 3,000 classroom teachers and about 58,000 students, 91% who perform at or above grade level standards.
- Leading an elementary staff of 32 administrators, coordinating teachers, and support staff with a budget of approximately \$15 million.
- Supported 25 schools in the implementation of Project Achieve, based on the Brazosport, Texas model to include instructional calendars, focus lessons, and formative assessment which has consistently resulted in increased student achievement as measured by state assessments
- Led the system in standards-based grading in an effort to align grading with assessment.
- Designed and implemented an intervention program for PreK-2 students needing literacy support. All 93 elementary schools, Title I, Special Education, and preschool services are collaboratively implementing an integrated and balanced literacy model.
- Provided leadership for North Carolina Science Education Leadership Institute. This program integrates the work of NC DPI, the Math/Science Education Network branch for the NC University System, and NC Business Committee for Education to provide an infrastructure for K-8 inquiry-based science education to NC school systems.
- Presented for Illinois State Gifted Conferences on assessment, standards-based grading, and science inquiry
- Consulted with the Texas Department of Public Instruction on implementing and evaluating inquiry-based science

1994 - 1999 Wake County Public School System Raleigh, NC

- Senior Administrator, Elementary Math, Science and Health
- Revised science curriculum with State Department of Public Instruction.
- Created grade-specific curriculum guides and staff development to support the NC Standard

Course of Study.

- Reviewed and recommended software and other resources to support the elementary curriculum.
- Provided staff development for classroom teachers and Instructional Resource Teachers in the areas of assessment, constructivist learning theory and curriculum mapping in addition to science and health.

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**Professional  
experience**

1976 - 1994  
Raleigh, NC

Wake County Public School System

**Teaching Experiences**

- Washington GT Magnet  
Instructional Resource Teacher, AG, Visual Arts, Classroom teacher, Math Resource Teacher
  
- Rockford, and Macomb, Illinois  
Classroom teacher, self-contained AG, and university lab school teacher

**Education**

**Certificate of Supervision**

1994  
Raleigh, NC

North Carolina State University

**M.S. Ed., Curriculum and Instruction/Science Education**

1982  
DeKalb, Ill

Northern Illinois University

**B.S., Elementary Education/Early Childhood**

1976  
Macomb, Ill

Western Illinois University

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## GONGSHU ZHANG

### EDUCATION

Doctor of Education	Measurement, Statistical Analysis, Evaluation, and Research Methodology in Educational Psychology, Cumulative GPA: 4.0/4.0 Northern Illinois University.
Master of Science	Educational Psychology, Cumulative GPA: 4.0/4.0 Northern Illinois University.
Bachelor of Science	Physics, Cumulative GPA: 4.0/4.0 (Corresponding to the 4-point grade system) Shanghai Teachers University, China.

### PROFESSIONAL EXPERIENCE

2006-present	<b>Cabinet member, Executive Accountability and Research Officer</b> North Carolina Guilford County Schools
2005 – 2006	<b>Executive Accountability and Research Officer</b> North Carolina Guilford County Schools
2004 - 2005 <b>Superintendent</b>	<b>NC DPI Accountability Advisory Committee, Co-chair with State Deputy</b> North Carolina State Department of Public Instruction.
2004 - 2005	<b>Senior Research Director</b> <b>Curriculum and School Reform</b> North Carolina State Department of Public Instruction.
2003 - 2004	<b>Education Program Director</b> <b>Curriculum and School Reform</b> North Carolina State Department of Public Instruction.
1997 - 2002	<b>Senior Evaluation Research Consultant</b> <b>in Measurement, Statistical Analysis, Evaluation, and Research Methodology</b> North Carolina State Department of Public Instruction.
1996 - 1996	<b>Evaluation Research Consultant</b> North Carolina State Department of Public Instruction.
1995 - 1996	<b>Evaluator and Analyst</b> Holden Corporation.
1994 - 1995	<b>Examination Developer and Analyst</b> Building Officials and Code Administrators International, Inc..
1994 - 1995	<b>Instructor</b> <b>Graduate Level Course, EPSY 533: Measurement and Statistical Analysis.</b> College of Education, Northern Illinois University.
1992 - 1996	<b>Assistant Director</b> The Office of Research, Evaluation, and Policy Studies College of Education, Northern Illinois University.
1991 - 1992	<b>Visiting Professor</b> The Psychometric Lab of Measurement, Evaluation, and Education Research The University of Chicago.

## **MAJOR RECENT RESEARCH PROJECTS**

**Research in Students Academic Achievement under Advanced Learners' Programs**  
for North Carolina Guilford County Schools (2006 to present)

**Research in How Schools Can Make AYP as Well As ABCs Growth under the New NC Models**  
for North Carolina Guilford County Schools (2005 to present)

**Research in Students Academic Achievement under Advanced Learners' Programs**  
for North Carolina Guilford County Schools

**Research in Best Practice Schools for Helping All Students Achievement**  
for NC Department of Public Instruction (January, 2004 to 2005).

**Research in NC ABCs Accountability System**  
for NC Department of Public Instruction (August, 2003 to 2005).

**Research in Impact of the NCLBA on Student Academic Achievement**  
for NC Department of Public Instruction (July, 2003 to 2005).

**Research in High School Issues**  
for NC State Board of Education (February, 2003 to April, 2004).

**Research and Analysis on Different Adequate Yearly Progress Models under the NCLBA**  
for NC Department of Public Instruction and US Department of Education (July, 2001 to March, 2003).

**Data Analysis on Adequate Yearly Progress under the H.R.1 for the Senate and House Versions**  
for preparing the representative of the National Association of State Title I Directors to attend the White House meeting in discussing the new law (Fall 2001).

**Data Analysis and Simulation on Adequate Yearly Progress under the H.R.1**  
for Congress of the USA. The NC result was published at CRS Report by the Congress on December 27, 2001 (Summer 2001).

**Research and Analysis for Selecting Schools of Hallmarks of Excellence**  
for NC Governor's task force committee (July to December 2001).

**Research for Selecting Model to Add Closing Gap Component to the State Accountability System**  
for NC Advisory Commission on Raising Achievement and Closing Gaps (August to December 2001).

**Research in Impact of High School Block Scheduling on Student Academic Achievement**  
for NC Department of Public Instruction (July, 1998 to December, 2003).

**Research in Raising Achievement and Closing Gaps**  
for NC Department of Public Instruction (July, 1997 to 2005).

## **INVITATION, APPOINTMENT AND ELECTION**

- 2003 - 2006 **President and Past President**  
North Carolina Association for Research in Education.
- 2003 - present **Faculty**  
Graduate Certificate Program in Large Scale Education Assessment  
National Center for Education Statistics, US Department of Education.
- 2002 - present **Key Note Speaker on AYP/NCLBA/Policy Issues**  
National Conferences such as National Federal Program Conference, CCSSO  
National Conference, National Large Scale Assessment Conferences, and AERA Annual  
Meetings; California Conference; Georgia Conference; and many NC conference meetings  
such as NCASCD, NCEA, NCCAT, NCARE, NCACE, NCPEP, NCHS Conference, and  
NC Superintendents Conferences.
- 2001 - present **Lecturer**  
Education Policy Fellowship Program  
Institute for Educational Leadership.
- 2002 - 2003 **Member of the Technical Working Committee for the Office of Education  
Accountability**  
Office of Education Accountability under Governor, Georgia.
- 2001 - 2002 **Member of the Technical Working Committee for National Longitudinal Study of  
Title I Schools**  
US Department of Education and the RAND Corporation.
- 2000 - present **Board Member**  
North Carolina New Science Development Board.
- 2000 - 2001 **Member**  
Education Policy Fellowship Program  
Institute for Educational Leadership.
- 1999 - 2002 **Member of the Discussion Group on Student Achievement Evaluation**  
US Department of Education.
- 1990-1991 **Consultant**  
**for Educational Curriculum and Material Reform**  
Appointed by Shanghai Educational Material Commission.
- 1989-1991 **Guest Lecturer**  
**on a Series of Lectures of Measurement and Evaluation in Education**  
Invited by Shanghai Educational Institute.
- 1988-1991 **Committee Member, Chair of Physics Teacher Evaluation Subcommittee  
of Commission of Assessing and Certifying Teacher Status**  
Appointed by Changning Department of Education.
- 1987-1991 **National Physics Examination Developer**  
Appointed by National Education Commission of China.
- 1987-1991 **Guest Lecturer**  
**on a Series of Lectures of Measurement and Evaluation Research in Education**  
Invited by Shanghai Teachers University.
- 1985-1991 **Guest Researcher**  
**in Educational Examination and Evaluation**  
Invited by East China Normal University.

## MAJOR PRESENTATIONS AND PUBLICATIONS

### *Presentations:*

- Jan. 2002  
to present      **Adequate Yearly Progress under NCLBA**  
Presented more than 400 times State wide such as NC Advisory Commission, NC Public School Forum's Board Meeting, NC Public School Forum's Leadership Institute, NCPAPA Conference, Southwest Education Alliance Superintendents' Conference, Notheast Education Alliance Superintendents' Conference, NC Legislators Meeting, Burroughs Wellcome Fund Directors and Advisory Committee, NC-MSEN directors' meeting, NC CASE Conference, NC Principals' Executive Program, NC Math & Science Program Directors Meeting, NC Accountability Conference, NC Closing Achievement Gap Conference, NCACE Conference, NCARE Conference (Special Invited Presentation), NCCAT Leadership Meeting, NCAE Leadership Meeting, NCAE all staff meeting, Meeting of Directors for Student Support, Meeting of Directors for Exceptional Students, Meeting of Directors for LEP Students, NC Assistant Team Meeting, Regional Meetings of Superintendents, Central Office Staff, Principals, and Teachers, and etc..
- March 2007      **Data Analysis and Instructional Enhancement**  
2007 Annual Conference, North Carolina Association of School Administrators, PTP, NC
- Feb. 2007      **Key Note: How Can Schools Make AYP as Well as ABCs Growth under New Models**  
2007 Annual Conference, North Carolina Association for Supervision and Curriculum Development, Pinehurst, NC
- April 2006      **Lecture: Work Smart and Effectively on AYP and ABCs**  
Progress Energy Leadership Institute, Wilmington, NC
- April 2006      **NCLB: Progress and Concerns**  
Conference of Kiwanis Club, Pinehurst, NC
- March 2006      **Closing Achievement Gaps: Progress and Concerns**  
2006 North Carolina Closing Gap Annual Conference, Greensboro, NC
- Nov. 2005      **Implementation of No Child Left Behind Act**  
2006 Annual Conference, ECU Chapter of PDK, Greenville, NC
- Aug. 2005      **Implementation of No Child Left Behind Act**  
Graduate Certificate Program in Large Scale Education Assessment  
National Center for Education Statistics, Washington DC.
- June 2005      **How Do High-Achieving Students Perform in North Carolina?**  
Presentation for NC State Board of Education, Raleigh, NC
- April 2005      **No Child Left Behind – A North Carolina Perspective**  
The Friday Institute for Educational Innovation: Policy and Action Series  
NC State University, Raleigh, NC
- July 2004      **Adequate Yearly Progress at Crossroads**  
Graduate Certificate Program in Large Scale Education Assessment  
National Center for Education Statistics, Washington DC.
- April 2004      **Emerging Issues form No Child Left Behind**  
Appalachian State University, Boone, NC
- April 2004      **New Model of AYP**  
Southwest Instructional Program Committee Annual Conference, Boone, NC
- April 2004      **Adequate Yearly Progress at Crossroads: Concerns and Suggestions**  
Progress Energy Leadership Institute – 18 Systems Leadership Teams,  
Wilmington, NC
- April 2004      **Adequate Yearly Progress at Crossroads**  
NCARE 2004 Annual Meeting, Chapel Hill, NC

- Mar. 2004 **Adequate Yearly Progress and Closing Gaps**  
Raising Achievement and Closing Gaps Conference VIII, Greensboro, NC
- Jan. 2004 **Adequate Yearly Progress (AYP) Under NCLBA of 2001:What the Data Have to Say**  
Presentation for NAEP State Directors Conference, San Francisco, CA
- Nov. 2003 **Progress - First Year Implementation of NCLBA**  
Presentation for NC State Board of Education, Raleigh, NC.
- Sept. 2003 **Great Progress**  
NC Public School Forum's Board Meeting, Wrightsville Beach, NC.
- July 2003 **AYP and Policy Issues**  
Graduate Certificate Program in Large Scale Education Assessment  
National Center for Education Statistics.
- July 2003 **North Carolina School Performance on AYP under NCLBA**  
Presentation for NC State Board of Education, Raleigh, NC.
- June 2003 **Improving Achievement for All Students - Implementation of NCLBA**  
Progress Energy Leadership Institute, Wrightsville Beach, NC.
- May 2003 **AYP and NC Public Schools Performance**  
For NC Legislators, Raleigh, NC.
- April 2003 **Improve Student Achievement for All Students**  
American Educational Research Association Annual Conference, Chicago, IL.
- April 2003 **A Positive Effect on Student Achievement: High School 4x4 Block Scheduling**  
American Educational Research Association Annual Conference, Chicago, IL.
- Mar. 2003 **Adequate Yearly Progress under NCLBA**  
National Center for Education Statistics, Washington DC.
- Feb. 2003 **Can We Meet the High Standards of AYP under NCLBA**  
National Title I Conference, Anaheim, CA.
- Nov. 2002 **AYP under NCLBA**  
California Educational Research Association 81<sup>st</sup> Annual Conference, Santa Barbara, CA
- June 2002 **Closing Achievement Gaps and NCLBA**  
CCSSO Large Scale Assessment Conference, Palm Desert, CA.
- May 2002 **NCLBA and AYP**  
Georgia Department of Education and State Board of Education, Atlanta, GA.
- April 2002 **What is Meaningful and Achievable Standards for Adequate Yearly Progress**  
Presentation for Policy Research Division, April 2nd, 2002  
Special Invited Presentation for Evaluation Research Division, April 3rd, 2002  
American Educational Research Association Annual Conference, New Orleans, LA.
- April 2002 **Adequate Yearly Progress and NC Historical Data Analyses Results**  
Presentation for NC State Board of Education, Raleigh, NC
- Sept. 2001 **Closing Achievement Gaps**  
Presentation for Advisory Commission on Raising Achievement and Closing Gaps.
- July 2001 **Hallmarks of Excellence**  
Presentation for the Governor's First America Task Force Committee.
- July 2001 **Achievement and Achievement Gap of American Indian Students**  
Presentation for the State Advisory Committee.
- April 2001 **Academic Performance Difference between Students in Block and Traditional Scheduled High Schools - 1993-2000**  
Presentation for Evaluation Research Division, AERA, April 12, 2001  
**Testing Data Analysis, Presentation, Interpretation, and Successful School Identification**  
Presentation for Evaluation Research Division, AERA, April 13, 2001  
American Educational Research Association Annual Conference, Seattle, WA.

- April 2000 **Improving Achievement of Minority Students: A State Board of Education Policy Goal**  
American Educational Research Association Annual Conference, New Orleans, LA.
- April 1999 **Survey Data Analysis Methods**  
American Educational Research Association Annual Conference, Montreal, Canada.
- April 1998 **Three Dimensional Hierarchical Evaluation and Accountability Model**  
American Educational Research Association Annual Conference, San Diego, CA.
- Mar. 1997 **Successful and Improving Schools: What You See Depends on How You Look**  
Presentation for Policy Research Division, April 14, 1997.  
**Block Scheduling in North Carolina: Issues and Results**  
Presentation for Evaluation Research Division, April 15, 1997.  
American Educational Research Association International Conference, Chicago, IL.
- Mar. 1997 **Performance Evaluation of Federal Title I Program**  
North Carolina Association of Compensatory Educators' Conference, New Bern, NC.
- Jan. 1997 **Federal Title I Program and North Carolina's ABC Program.**  
North Carolina Accountability Conference, Greensboro, NC.
- Jan. 1997 **An Evaluation of Block Scheduling**  
North Carolina Accountability Conference, Greensboro, NC.
- Feb. 1995 **Standard Setting Study**  
BOCA Cutoff Score Committee Meeting, DeKalb, IL.
- Nov. 1994 **Test Development**  
BOCA Conference, Minneapolis, MN.

***Published Books:***

Zhang, G. *The Impact of Block Scheduling on Student Academic Achievement.*  
Michigan: ProQuest Co. 2004.

Chief Author: *Handbook on Formative and Summative Self-Evaluation and Guidance for Student Learning*  
Shanghai: Shanghai Publishing House for Science and Technology, 1989.

Member of Writing and Compiling Board: *Dictionary of Item Bank for Testing and Assessment on Physics (Volume I)*  
Shanghai: Shanghai Educational Publishing House, 1987.

Member of Writing and Compiling Board: *Dictionary of Item Bank for Testing and Assessment on Physics (Volume II)*  
Shanghai: Shanghai Educational Publishing House, 1987.

Chief Author for Physics Part: *Self-Evaluation with Multiple Choice Items on Science Subjects*  
Shanghai: Shanghai Publishing House for Science and Technology, 1986.

Chief Author: *Physics -- Text Book*  
Shanghai: Shanghai Educational Publishing House, 1985.

Co-author: *Physics -- Teachers' Book*  
Shanghai: Shanghai Educational Publishing House, 1985.

Co-author: *Physics -- High School Students' Book*  
Shanghai: Shanghai Educational Publishing House, 1985.

Chief Author for Part III -- Concepts and Principles: *Handbook for Physics Teachers*  
Shanghai: Shanghai Educational Publishing House, 1984.

**Published Major Articles:**

- Zhang, G. (2000). **Block Scheduled High School Achievement: Part III -- Comparison of End-of-Course Test Scores for Blocked and Non-blocked High Schools (1994 through 1998)**  
Hot Topics Series: Block Scheduling: Restructuring the School Day. Center for Evaluation, Development, Research. Phi Delta Kappa.
- Zhang, G. and Cobb, C. (1997). **Block Scheduled High School Achievement: Part II -- Comparison of End-of-Course Test Scores for Blocked and Non-blocked High Schools (1993 through 1996)**  
North Carolina Department of Public Instruction; Also, in processing, on Education Resources Information Center (ERIC) Office of Educational Research and Improvement (OERI) U.S. Department of Education.
- Cobb, C., Zhang, G. and Brewer, D.(1997). **Improving School Study**  
North Carolina Department of Public Instruction; Also, in processing, on Education Resources Information Center (ERIC) Office of Educational Research and Improvement (OERI) U.S. Department of Education.
- Schwiebert, V. Giordano, F. & Zhang, G (1997). **A Replication and Extension of the Caregiver Burden Inventory**  
*JOURNAL OF MENTAL HEALTH AND AGING 3(2).*
- Zhang, G. (1990). **Improving Educational Research**  
*CHANGNING EDUCATION JOURNAL 1990. 3.*
- Zhang, G. (1990). **Teaching for Improving Student Academic Performance**  
*CHANGNING EDUCATION JOURNAL 1990. 2.*
- Zhang, G. and Yuan, Q. (1987). **On Evaluation of Standardized Testing**  
*SHANGHAI EDUCATION JOURNAL 1987/9.*
- Zhang, G. (1986). **On Scientific Measurement**  
*SHANGHAI EDUCATIONAL COMMUNICATION 1986. 1.*
- Zhang, G. and Yi, L. (1985). **Develop High Quality National Examination**  
*PHYSICS TEACHER JOURNAL 1985/5.*
- Zhang, G. (1984). **How to Teach Waves**  
*JOURNAL OF TEACHING IN PHYSICS 1984. 8.*
- Zhang, G. (1980). **Improving Physics Teaching**  
*SHANGHAI EDUCATION JOURNAL 1980. 9.*
- Zhang, G. (1979). **How to Teach Difficult Concepts in High School Mechanics**  
*SHANGHAI EDUCATION JOURNAL 1979. 6.*

Peggy Hopkins Thompson

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### Education

Ed.D.	1996	North Carolina State University	Raleigh, N.C.
MAEd	1980	East Carolina University	Greenville, N.C.
BS	1975	Appalachian State University	Boone, N.C.

Certification in elementary education, learning disabilities, academically gifted, curriculum and instruction specialist, school administration and superintendent

### Work Experience

#### **Guilford County Schools, September 2002-present**

- Chief Human Resources Officer, Human Resources*
- Manage 3 executive directors that supervise 52 employees
- Address recruitment, staffing, professional development and induction of new teachers and new personnel, evaluation, and benefits/compensation/leaves
- Chief Academic Officer, Division of Academic Improvement*
- Managed district's overall instructional program, K-12
- Managed and supervised a staff that included 10 Instructional Improvement Officers, School Support Officers, and Academic Coaches.
- Managed school support system for parents and community
- Developed School Improvement planning process, benchmarks at the high school for End of Course tests, marketing materials for ESOL and Pre-K programs, launched Johns Hopkins Strategic Reading at the high school, supervised inclusion model at the middle school
- Executive Director, Organizational Development*
- Developed training for the Guilford County Schools
- Created Mentor Process
- Developed on-line training system
- Instructional Improvement Officer* (supervised 12 Title I elementary and middle schools)
- Supervised principals and addressed school improvement needs
- Executive Director* (Supervised 12 elementary schools)
- Supervised principals and addressed school improvement and parent/community needs
- Interim principal* (Falkener Elementary school)

**Assistant Professor, Educational Leadership, Mississippi State University, August, 2001-June 2002**

**Consultant, September 1999**

**Researcher and Project Manager for Southeast Center for Teaching Quality (September 1999 – June 2002)**

- Conducted phone interviews and co-authored a report on the strengths and improvement needs of the Alabama's teacher evaluation instrument, PEPE
- Conducted phone interviews to examine the Title II efforts across the Southeast and developed a policy document, Meeting the Challenges, for the Southeast states
- Developing a policy brief on performance-based licensing and induction

**Education Deputy in the Office of the Governor of North Carolina [October 1, 2000-January 6, 2001]**

- Supported the First In America development and Coordinated the First in America release
- Researched policy initiatives and worked on team that developed legislative report on programs that serve high school students, including GED, advanced placement, and virtual high schools
- Responded to public needs concerning K-12 legal and policy issues

**Project Manager for University of North Carolina General Administration's Technology Catalyst Grant (2000-2001)**

- Developed 2 year UNC system level technology development plan
- Defined and coordinated the work of the Steering Committee and five task forces
- Project Manager for Wake Leadership Academy [September 1999 - June 2000]
- Coordinated and delivered programs for school administrators
- Networked with business contacts to continue Business and Industry Program
- Developed new programs for assistant principals and future leaders
- Worked with virtual university for on-line registration, advertisement, and programming
- Project Developer and Project Manager for LEARN NC
- Coordinated project to develop on-line interdisciplinary units at the high school, including correspondence, budget, and evaluation
- Facilitated three one-week sessions at the North Carolina Center for the Advancement of Teaching
- Created an on-line beginning teacher program for Learn

**Director of the Wake County Schools Leadership Academy, Wake County School System, Raleigh, NC, November 1998-August 1999**

- Designed and executed a plan for providing leadership and executive development opportunities for 112 principals, 154 assistant principals, and a cohort of future leaders which includes:
  - A Virtual University for web-based programming
  - A Business and Liaison Program
  - A Leadership Development Summer Institute for assistant principals
  - Executive and Leadership Development Academies for cohorts of principals and assistant principals
  - An Executive Seminar Series for senior executives and for principals
  - An Aspiring Leaders Program for teachers who want to pursue masters in school administration

- A Tomorrows' Leaders Program for recruiting and inducting potential assistant principals and future principals
- Coordinated linkages between the school system, the business community, and area universities

**Director of Human Resource Management, Dept. of Public Instruction, Raleigh, NC , May, 1997-October, 1998**

- Supervised and directed three sections that oversee teacher preparation and program approval, licensure, and personnel support for 117 school districts and 47 colleges and universities
- Developed policies to update policies, address legislative mandates and meet district needs
- Researched, authored, and presented 19 reports to the State Board of Education and Legislative Education Oversight Committee to meet the Excellent Schools Act legislation
- Supported the further development, field-testing, and validation of a Technology Test for pre-service teachers
- Supported the further development of a performance-based licensure process for beginning teachers
- Supported on-line recruitment and development of teachers
- Supported the induction of new teachers through the development of mentor training, mentor selection guidelines, and orientation prototypes

**Director of Human Resource Development, Nash/Rocky-Mount Schools, Nashville, NC, October, 1995-April, 1997**

- Coordinated and directed human resource development for 27 schools and approximately 2100 certified, non-certified, and classified personnel, including program planning and evaluation, college / university placement and alignment of professional and organizational development to meet district goals and needs
- Developed and delivered training for principals, assistant principals, future leaders, and teachers
- Supervised a staff and coordinated a training facility
- Developed a multi-district partnership for leadership development that included three districts and East Carolina University

**Adjunct, North Carolina State University, Raleigh, NC, July, 1994-October, 1995**

- Developed and field-tested the North Carolina Performance-Based Licensing assessment model for beginning teachers
- Developed a Model New Teacher Orientation Program
- Coordinated a Model New Teacher Orientation Program for 19 school pilots
- Researched and published results of the Model New Teacher Orientation Program

**Program Specialist, Professional Development, Wake County Schools, Raleigh, NC, 1993-1994**

- Developed and delivered training programs for administrators and high school faculties
- Supported the relicensing of experienced personnel

**Director, N.C. Assessment Center, Dept. of Public Instruction, Raleigh, NC, (July 1990-October 1993)**

- Coordinated statewide leadership assessment and development programs for 130+ school systems
- Consulted with superintendents, central office personnel, and
- Delivered monthly assessment centers for prospective school leaders
- Supervised four professional and two support staff
- Delivered National Association of Secondary School Principal leadership training sessions

**Consultant, Leadership Institute for Administrators, Dept. of Public Instruction, Raleigh, NC, (January 1986-June 1990)**

- Conducted assessment centers statewide
- Delivered leadership training for principals, assistant principals, and central office staff
- Created and produced school television programs
- Developed curriculum for leadership training
- Developed and launched an annual Women in Leadership Conference
- Coordinated an annual Staff Development Conference

**Classroom teacher [K-8], Curriculum Developer, (August 1975- December 1985)**

- Taught kindergarten, special education [gifted and learning disabilities], and computer programming
- Developed curriculum for magnet schools

**Selected Training**

Fullan Training

Creating an Inclusive School-Community Promoting Respect for All Staff and Faculty, Guilford County Schools

QTL, Guilford County Schools

Learning Walks and Cognitive Coaching, Guilford County Schools

Problem-Based Learning, Mississippi State University

Dimensions of Learning, Nash-Rocky Mount

Quality Training using Baldrige Standards, Pinellas County Schools

DeBono's Problem Solving Model, Center for Creative Leadership

Effective Leadership Training, Hersey-Blanchard Model, SDPI

Managing Relationships at Work, Carolina Power and Light

Time Management, BellSouth Management Institute

Effective Schools Training, National Center for Effective Schools Research

National Association of Secondary School Principals': Assessor Training, Leader 1-2-3,

Springfield, Let's Talk, From the Desk Of, Mentoring and Coaching, and LEAP

National Association of Secondary School Principals' Lead Trainer: Leader 1-2-3, Springfield,

Let's Talk, From the Desk Of, and Mentoring and Coaching

I/D/E/A Principals' Inservice Program, Institute for the Development of Educational Activities

Glasser Restitution Training

Mentor and ETT training, SDPI

### Publications

- 2002 Performance-Based Licensing and Induction. A policy brief for the Southeast Center for Teaching Quality, Fall 2002.
- Performance-Based Licensing as a Development Tool (submitted for publication to the National Staff Development Council, will be published in the Fall of 2002)
- \*Teacher Quality Begins with the Principal: Supporting Beginning Teachers [submitted for publication to the NASSP Bulletin]
- Meeting the Challenges: An Update on Regional Title II Teacher Quality Enhancement Grant Initiatives. The Southeast Center for Teaching Quality, February 2002. [see <http://www.teachingquality.org/>]
- 2000 Colleagues Supporting Colleagues: Mentoring and Coaching, NASSP Bulletin, September 2000
- Does Self-Perception Match Assessment Results. Challenges, July 1992
- The Assessment Instrument: Predicting Skills for the 21st Century Principal, Challenges, December 1992
- The Next Generation of School Administrators, Challenges, July 1991
- Executive Development as a Centerpiece for Change, Challenges, August 1991
- The Final Report: What It Means to North Carolina Superintendents, Challenges, May 1990
- Preparing for the Future, Challenges, December Selected 2002
- American Education Research Association, New Orleans Presentations 1997
- National Staff Development Conference, Nashville 1996
- National Staff Development Conference, Vancouver 1995
- International Standards and Assessment Conference, Chapel Hill 1994
- National Staff Development Conference, Dallas 1991
- National Association of Secondary School Principals' Conference, Orlando

### Related Experiences

Conducted Assessor Training for the National Association of Secondary School Principals: Florida: Pensacola and Lee County; Kentucky: Lexington, Louisville, Owensboro and Richmond; Maryland: Baltimore; Massachusetts: Andover; Missouri: Jefferson City; New York: Albany and Buffalo; Virginia: Richmond and Virginia Beach

Conducted Development Training for the National Association of Secondary School Principals in 9 locations: San Destin, Florida; Louisville, Kentucky; Alexandria, Louisiana; Baton Rouge, Louisiana; Grand Rapids, Michigan; Cincinnati, Ohio; Knoxville, Tennessee; and San Antonio, Texas

Other

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References included

**Donna Kaye Yow**

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**EDUCATION:**

APPALACHIAN STATE UNIVERSITY, Boone, NC  
Graduate Work in Mathematics 1977-1978

UNIVERSITY OF NORTH CAROLINA, Chapel Hill, NC  
B.S., Business Administration – 1977  
Minor in Computer Science Math

**ADDITIONAL COURSES:**

Project Management, Microsoft Operating Systems, Network Engineering, Security, Electronic Communications, Computer Languages

**EXPERIENCE:**

Director of Technology Services 1993 – Present  
GUILFORD COUNTY SCHOOLS, Greensboro, NC

Responsible for overall leadership and management of the Technology Services Department of Guilford County Schools. Areas of supervision include major computerized business applications and the central mainframe computer, network engineering and technical support, communications and the wide area network, voice systems, data warehousing, distance learning and computer repair.

- Develops and implements the district's long-range technology plan, evaluating current and emerging trends and researching new program applications
- Supervises technology services staff including appropriate technology-related certifications
- Manages technology expenditures of more than \$12 million annually from various sources of funding including grants and reimbursement programs
- Develops and enforces district standards, procedures and policies related to technology integration and security for the district
- Manages and assists in planning the wide area network, email/Internet services, VOIP and network security for the district
- Manages and assists in planning all local area networking, computer installations, cabling, infrastructure, software standards and technical support for the district
- Manages and assists in planning technology renovation projects included in major bond referendums.

Selected accomplishments:

- Awarded a Federal Technology Challenge Grant
- Awarded a NC Enhancing Education Through Technology Grant
- Chosen for a NSBA National District Site Visit

- Authored an article entitled "Children First" in Internet World magazine
- Authored an article entitled "Technology Infrastructure Standardization" in School Planning and Management magazine
- Presented at various conferences including NSBA's 16<sup>th</sup> Annual Technology and Learning Conference
- Guilford County Schools highlighted in an article entitled "Master Your Computer – or Flunk" in USA Weekend publication
- Implemented a data warehouse for student information
- Installed Metro Ethernet wide area network access in all locations
- Improved desktop support automating virus updates, patch management, software deployment, spam filtering and implemented remote desktop control for over 22,000 computers
- Completed more than 50 bond referendum projects for technology renovations
- Developed and operated Technology Staff Development Center
- Managed merger of computerized business systems for three individual school districts.

Director of Data Processing

1980-1993

GUILFORD COUNTY SCHOOLS, Greensboro, NC

Responsible for overall leadership and management of the Data Processing Department. Areas of supervision included major computerized business applications (finance, payroll, student information, personnel, exceptional child, child nutrition, bus routing), the central mainframe computer, networking, and the installation and support for school-based computers.

AP Computer Science Teacher

1988-1990

EASTERN GUILFORD HIGH SCHOOL, Gibsonville, NC

Taught students the PASCAL programming language in preparation for the Advanced Placement Exam in Computer Science.

Programmer I

1978-1980

GUILFORD COUNTY SCHOOLS, Greensboro, NC

Designed and wrote interactive computerized business systems.

**CERTIFICATIONS:**

CDP: Certificate in Data Processing

**REFERENCES:**

Provided upon request

**SYLVIA B. ANDERSON**

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(336) 370-8358 (Business)

**PROFESSIONAL EXPERIENCES:**

1994 to PRESENT      **GUILFORD COUNTY SCHOOLS, Greensboro, North Carolina**

**Director College Tech Prep and Career & Technical Education**

Direct program implementation, fiscal, curriculum, facility, staff development, and marketing components in College Tech Prep (CTP) and Career & Technical Education.

- Recruited over 240 business and industry partners, chamber of commerce representatives, community college and university partners to support (CTP) courses of study.
- Created a model CTP business council structure that could be replicated across all businesses and industries to assist in the design, implementation and support of all College Tech Prep course sequences.
- Created specific committees (recruitment, marketing and curriculum) within the CTP business advisory council structure and a task list of specific duties to be accomplished by each of the committees.
- Used the model CTP business advisory council structure to create 10 industry-specific business councils (Air Conditioning Technology, Automotive Technology, Banking and Finance, Chemical and Process Manufacturing Technology, Construction Technology, Culinary Arts, Electrical Technology, Heavy Equipment and Transport Technology, Information Technology, and Metals Manufacturing Technology) that represent over 240 local businesses.
- Worked with the 10 CTP business advisory councils to develop 283 College Tech Prep courses of study defining academic and technical course requirements.
- Coordinated with CTP business advisory councils to develop and implement Youth Apprenticeship and Internship Programs as a component of the CTP course of study.
- Collaborated with Guilford County Schools (GCS) and Guilford Technical Community College (GTCC) staff to develop a publication for parents and students that explains the specific four-year high school CTP courses of study that articulate with specific associate degree programs at GTCC for advanced placement credit and free tuition. The publication also lists the associate degree programs for which GTCC has articulation agreements for transferring the associate degree program credits to four-year degree programs at the University of North Carolina-Greensboro and North Carolina A&T State University.
- Worked with CTP business advisory councils in fundraising efforts to establish scholarship funds for high school CTP completers to earn an associates degree at Guilford Technical Community College.

- Coordinated the development of 10 CTP videos (for parents and students) portraying the wide variety of careers related to the CTP courses of study.
- Coordinated the development of CTP brochures (English and Spanish), web pages, and materials for counselors, parents and students.
- Established a process with the business councils to present career information, CTP course of study information, and post secondary opportunity information in small group sessions to all GCS 9<sup>th</sup> and 10<sup>th</sup> grade students each year prior to registration.
- Developed competitive grant applications and received \$1,857,000 in Federal Carl Perkins Tech Prep Implementation Funds from 1994-2006.
- Obtained business donations and other competitive grant funds in the amount of \$1,123,889 to assist in funding technical education programs aligned with national skill standards.
- Coordinated with a Project Team to develop a Career Academy High School providing students with high school programs and post-secondary educational opportunities leading to careers in the construction and medical fields.
- Coordinated with a Project Team to develop a Career Academy High School providing students with high school programs and post-secondary educational opportunities leading to careers in the culinary arts/hospitality management and medical fields.
- Collaborated with secondary and post secondary educators from nine other states, representatives from the Educational Development Center (Boston, MA), the Information Technology Association of America, National Business Alliance, and the US Department of Education to create a national model and career cluster curricular framework for IT careers that involve the design, development, support and management of hardware, software, multimedia and systems integration services.
- Implemented Information Technology course sequences in grades 9-12 in the four IT career pathways identified by the National Information Technology Career Cluster Initiative (Network Systems -Hardware and Software, Information Support and Services, Programming and Software Development, and Interactive Media) resulting in students being able to prepare for national IT certifications in: Microsoft (MCP), Novell (CNA), Red Hat (RHCT), Oracle (OCP), Cisco (CCNA), Nortel Networks (Nortel NetKnowledge), CompTIA A+.
- Served as the pilot site in collaboration with NC State University, Wake Technical Community College and NC Department of Public Instruction to develop course sequences in Scientific and Technical Visualization leading to careers in the Information Technology Interactive Media Career Pathway.
- Sought and received funding to implement the first Red Hat (Linux) Academy in the nation.
- Initiated use of a Computerized Instructional Management System for teachers to integrate the CTP academic and technical curriculum in the high schools.

- Coordinated the implementation of a Computerized Instructional Management System and initial training for teachers in grades K-8.
- Obtained funding for state of the art career and technical labs in grades 6-12.
- Obtained funding and implemented a system to pay for student certification exams (CompTIA A+, CompTIA Net+, Microsoft MCP, Novell CNA, Red Hat RHCT, Oracle OCP, Automotive Service Excellence-ASE, National Institute of Metalworking Skills-NIMS, Nortel NetKnowledge).
- Administered a budget exceeding \$16 million annually (including teacher salaries, staff development, instructional equipment and supply purchases, equipment maintenance, and contracted services).
- Developed a longitudinal evaluation process for collecting test data relating to the academic achievement and post-secondary success of CTP completers. The data include 1) the number of graduates completing CTP courses of study, 2) the number of CTP completers receiving advanced placement credit, 3) the number of CTP completers receiving scholarships, 4) the number of CTP completers scoring above the cut scores on community college placement tests, and 5) follow up data on CTP graduates 1, 2 and 3 years following high school graduation.

1993 to 1994

**CHARLOTTE-MECKLENBURG SCHOOLS, Charlotte, North Carolina**

**Program Specialist, Vocational Education and Career Academies**

Directed program, fiscal, curriculum, and staff training components in Trade and Industrial, Technology Education and Health Occupations curriculum areas. Coordinated competitive grant applications and curriculum integration projects in Vocational Education.

- Coordinated implementation of the Career Academy national demonstration program sponsored by U.S. Department of Defense and U.S. Department of Education.
- Coordinated implementation of Medical Science and Bio Technology Academies in the Math Science Magnet School.
- Coordinated efforts with local businesses and obtained a \$50,000 Tech Prep Implementation Grant.

1977 to 1992

**DURHAM COUNTY SCHOOLS, Durham, North Carolina**

**Director, Vocational Education**

1988 to 1992

Directed program, fiscal, and curriculum components in the eight vocational program curriculum areas and in two support services programs. Assessed status of programs and developed program improvement plans.

- Obtained a \$25,000 competitive Tech Prep Planning Grant and a \$50,000 Tech Prep Implementation Grant to implement Tech Prep programs in the school system.

- Coordinated Tech Prep staff development, orientation, and articulation meetings with superintendent and community college president.
- Initiated a two-year program to develop and field test sixth and seventh grade Career Explorations curriculum guides. Sixty-eight school systems adopted these guides.
- Coordinated (with architects) the design and equipping of vocational facilities in two new high schools. The Electronics, Technology Education, and Computer-Aided Drafting labs were referenced as model, state-of-the-art sites by the North Carolina State Department of Public Instruction.
- Obtained a \$17,000 grant to develop innovative technology curriculum and materials for middle school Contemporary Technology Programs.
- Obtained a \$25,000 grant to develop an Agriscience/biotechnology curriculum. Additional resources were provided by North Carolina State University, North Carolina Biotechnology Center, and area businesses to implement the program.
- Obtained a \$6,000 grant to serve as pilot site for North Carolina to implement the Vocational Competency Achievement Tracking System (VoCATS). Participation in the pilot program saved the system \$45,350 in software cost and produced an aligned curriculum consisting of course competencies, curriculum guides, and criterion referenced test item banks for all vocational courses.
- Received sponsorship from local business advisory council to attend National Deming's Total Quality Management Workshops in Dayton, OH.
- Received grant from local businesses to train Career-Technical Education teachers in Deming's Total Quality Management methods.

**Co-Director, Vocational Education**

1984 to 1988

Directed program, fiscal, and curriculum components in five of the eight vocational curriculum areas (Trade and Industrial, Health Occupations, Industrial Arts, Home Economics, and Agriculture). Managed the Job Training and Partnership Program and the vocational counseling and assessment program.

- Obtained competitive funding and implemented Occupational Information and Career Guidance labs in all middle schools.
- Established new procedures for collecting follow-up data on students completing a vocational technical sequence and increased the return rate from 32% to 98%.
- Obtained grant and implemented first three-dimensional Computer Assisted Drafting (CAD) programs in secondary education in the state.
- Coordinated the implementation of the Principles of Technology Applied Physics program in all high schools.
- Obtained a \$15,000 grant to develop entrepreneurship curriculum components for Industrial Cooperative Training courses.
- Obtained a \$10,000 grant to develop Career Planning Center for students and parents.

- Obtained a \$10,000 grant to expand and improve annual Job Placement Convention for seniors that involved over 100 local businesses.

**Assistant Director, Vocational Education** 1983 to 1984

Assisted Vocational Director in all aspects of programs. Conducted study on computer aided design programs. Coordinated development of video presentation of vocational programs: utilized for student, parent, and community orientation sessions. Developed Business Advisory Committees to assist in program improvements.

**Vocational Counselor** 1977 to 1983

Counseled all vocational students in career planning. Identified and coordinated additional services for disabled and disadvantaged students in vocational programs. Coordinated the Vocational Department. Served as screen team chairman for Exceptional Children's Program. Coordinated North Carolina Competency testing program for the school. Implemented a new career guidance program for all students that involved 35 local business Human Resources managers. Implemented with 60 local businesses the first Job Placement Convention for the school system. Established local business tours and training programs for academic teachers.

1976 to 1977

**DURHAM CITY SCHOOLS, Durham, North Carolina**

**Counselor**

Registered all students enrolling in the Durham High School Extended Day program for at-risk students. Maintained all student permanent records. Provided individual counseling and job placement services for students.

1971 to 1976

**NORTH CAROLINA DIVISION OF VOCATIONAL REHABILITATION, DURHAM CITY SCHOOL UNIT, Durham, North Carolina**

**Vocational Rehabilitation Counselor**

Interviewed all disabled students referred by schools. Developed individualized written rehabilitation plans of services needed to place students in training and employment. Requested annual budget needed to provide services. Managed budget and authorized expenditures for program. Supervised two support personnel. Received letter of commendation from state program auditors for establishing outstanding rehabilitation services.

1970 to 1971

**FOXBORO SCHOOL SYSTEM, Foxboro, Massachusetts**

**Guidance Counselor**

Counseled students. Conducted group guidance activities. Administered career assessment tests. Faculty representative on the school system's drug council.

1970

**JEWISH FAMILY AND CHILDREN SERVICES, ELDERLY UNIT,  
Boston, Massachusetts**

**Intake Social Worker**

Conducted initial interviews and made assessment of services needed. Conferred with community agencies to obtain services.

1969 to 1970

**SOLOMON MENTAL HEALTH CENTER, Lowell, Massachusetts**

**Intake Social Worker**

Interviewed new patient and collected information to assess need for inpatient, day care, or outpatient treatment. Coordinated group therapy sessions.

**PROFESSIONAL ACTIVITIES:**

Currently serving on

- NC Governor's Commission on Workforce Preparedness (since 1995). Governor's Commission was changed by legislative act in 2000 to the NC Commission on Workforce Preparedness. Reappointed three times and continue to serve on the NC Commission on Workforce Preparedness.
- NC Department of Labor Apprenticeship Advisory Council
- Guilford County's ten College Tech Prep Business Advisory Councils
- Guilford County College Tech Prep Executive Partnership Council

Served on:

- NC committee for Development of College Tech Prep State Plan
- Greensboro Area Chamber of Commerce Education Councils Executive Committee
- North Carolina Tech Prep Associate Degree Advisory Committee
- North Carolina JobReady Advisory Council
- Greensboro Area Chamber of Commerce Retention and Expansion Committee
- NC A&T State University Piedmont Triad Center for Advanced Manufacturing Planning Committee
- Durham Chamber of Commerce Quality Council, Charter Member
- Durham Chamber of Commerce, Education Task Force
- NC State committee to revise certification requirements for Trade and Industrial Education teachers
- NC State committee to plan workshops for Trade and Industrial Education teachers
- NC State committee to revise certification requirements for Career Explorations teachers
- NC State Curriculum Revision Study Task Force -- Trade and Industrial Committee
- NC State committee to revise Vocational Education Information System data collection process
- NC State committee to establish criteria and procedures for Senate Bill 1 Standards for Vocational Education Programs
- NC State committee to revise certification requirements for vocational counselors
- NC State Trade and Industrial Education Advisory Committee
- NC State Task Force for Development and Implementation of VoCATS in North Carolina. Chaired the Task Force finance subcommittee

- North Carolina Council Local Vocational Administrators Executive Committee
- North Carolina VoCATS Quality Management Committee (charter member) to formalize the management process, criteria standards, and quality control procedures for curriculum development and VoCATS-related assessment and documentation of student mastery. (Received letter of commendation from State Superintendent of Schools).

**EDUCATION:**

B. S., Secondary Education, Social Studies,  
West Virginia University, Morgantown, West Virginia

M.A., Counseling and Guidance  
West Virginia University, Morgantown, West Virginia

**AWARDS:**

The Guilford County College Tech Prep program has received the following awards:

**2006 Grimsley, James, Stogner Award for Excellence in North Carolina College Tech Prep**

Guilford County was recognized at the 2006 North Carolina College Tech Prep Conference for outstanding accomplishments in College Tech Prep. Guilford received the highest award given in three areas: College Tech Partnership, Promotion of College Tech Prep, and Overall Excellence in College Tech Prep.

**2005 Grimsley, James, Stogner Award for Excellence in North Carolina College Tech Prep**

Guilford County was recognized at the 2005 North Carolina College Tech Prep Conference for outstanding accomplishments in College Tech Prep. Guilford received the highest award given in three areas: College Tech Partnership, Promotion of College Tech Prep, and Overall Excellence in College Tech Prep.

**2004 Grimsley, James, Stogner Award for Excellence in North Carolina College Tech Prep**

Guilford County was recognized at the 2004 North Carolina College Tech Prep Conference for outstanding accomplishments in College Tech Prep. Guilford received the highest award given in three areas: College Tech Partnership, Promotion of College Tech Prep, and Overall Excellence in College Tech Prep.

**2004 Governor's Education First Partnership Award**

Guilford County College Tech Prep and Red Hat Inc., of Raleigh NC, were recipients of the 2004 Governor's Education First Partnership Award for their partnership and collaborative efforts in bringing the world's first Red Hat Academy to Guilford County Schools.

**2003 Governor's Education First Partnership Award**

The Guilford County College Tech Prep IT Business Council received the 2003 Governors Education First Partnership Award for excellence in supporting public school improvement in North Carolina.

**2002 Governor's Business Partnership Award**

The Guilford County College Tech Prep Business Partnership was the recipient of a *2002 Governor's Business Partnership Award* for the impact of their combination of

expertise, volunteer, in-kind, and financial support to public education in North Carolina.

**1999 American School Board Association Magna Award**

The Magna Award is a national honor that recognizes programs that raise the bar on student achievement. It is presented by the *American School Board Journal* (ASBJ), a publication of the National School Board Association. Guilford County Schools' College Tech Prep program won for "Multiplying College Tech Prep Student Options through Community Collaboration."

1999 American Association of Community Colleges Parnell Tech Prep Award

**The Parnell Tech Prep Awards presented by the American Association of Community Colleges support communities across the nation by honoring and promoting model tech prep programs involving high schools, community colleges, and employers.**

1999 RJR Outstanding Overall College Tech Prep Reform Effort Award

**The Outstanding Overall College Tech Prep Reform Efforts Award was presented by the North Carolina Department of Public Instruction to school systems that had been successful in implementing College Tech Prep programs. CTP programs were judged in five categories: curriculum integration, career guidance and student development, collaboration and partnership, marketing of the program, and degree of past success**

1998 RJR Outstanding College Tech Prep Marketing

**Presented by NC Department of Public Instruction**

Outstanding High School Apprentice Program

**Presented by NC Department of Labor:**

**Dow Corning College Tech Prep Chemical Process Program, 1995**

**PT Cam College Tech Prep Metals Program, 1999**

**Guilford County College Tech Prep Automotive Council, 2000**

**Guilford County College Tech Prep Construction Council, 2001**

Outstanding School System Contributing To Apprenticeship

**Presented by NC Department of Labor:**

**Guilford County Schools, 1996**

Outstanding Individual Contributing to Apprenticeship

**Presented by NC Department of Labor:**

**Sylvia Anderson, Guilford County Schools, 1996**

# Doyle Craven

## Education

Graduated 1982 High Point University  
**BS Degree in Business Administration**

## Positions

1997- Present Guilford County Schools  
**Director of Student Assignment (previously titled Director of Community Relations)**

1995-1997 Guilford County Schools  
**Program Administrator for Volunteers and Partnerships**

1994- 1995 Guilford County Schools  
**Program Administrator for School Accounting**

1993- 1994 Guilford County Schools  
**Program Administrator for Volunteers**

1990- 1993 Greensboro Public Schools  
**Various Positions**

1987- 1990 NC Yearly Meeting of Friends  
**Director of Education and Youth**

1985- 1987 Friends United Meeting  
**Administrative Assistant**

1984- 1985 Randleman Friends Meeting  
**Director of Education and Youth**

1982- 1984 Glenwood Friends Meeting  
**Director of Education and Youth**

## Magnet School Involvement

1997-Present - As Director of Student Assignment, responsibilities include the magnet school random selection process, acceptance and waiting pool notifications, and maintenance of magnet student lists.

1990-1992 As part of Greensboro Public Schools Community

Relations Department, responsibilities included assistance with magnet school public relations.

## ***Stephanie Davis, M. Ed.***

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### *Profile*

Confident education professional possessing a comprehensive background in teaching children and adults with a demonstrated ability to achieve goals. Consistently recognized for creative planning, problem solving, and developing innovative strategies for success. Able to undertake challenges and train teams to operate at optimum capacities. Instinctive ability to deal with difficult people in challenging situations to produce positive results.

### **Education**

1995-1996      **North Carolina Agriculture & Technical State University** Greensboro, NC  
**Master of Science Elementary Education**  
□ Graduated Summa Cum Laude

1989-1992      **University of North Carolina at Greensboro** Greensboro, NC  
**Bachelor of Science Child Development & Family Studies**  
**With North Carolina Teaching Certificate Kindergarten-6<sup>th</sup> grade**  
□ Graduated Cum Laude

### **Professional Experience**

Aug. 2007 – present      **Guilford County Schools** Greensboro, NC  
Director of Professional Development  
Performs a variety of supervisory and administrative tasks in directing the staff development activities in the County school system. Responsible for assessing system-wide staff development needs, setting specific goals; developing training programs to meet specified needs, and evaluating the effectiveness of implemented programs.

Jul. 2000 – present      **Measurements Incorporated** Durham, NC  
**Contractor – Item Writer**  
Write test questions for end-of-grade tests for various states throughout the country on a contractual basis. Have written questions for 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 11<sup>th</sup> grade students.

Feb. 2006 – Aug. 2007      **Guilford County Schools** Greensboro, NC  
**Director of Curriculum and Instruction**  
Performed a variety of supervisory and administrative tasks to provide leadership and coordination of curricular and instructional programs across all organizational levels. Initiates and oversees curricular and instructional

programs designed to improve instruction and student achievement, preschool through high school.

Jan.2003 – Feb. 2006 **Guilford County Schools** Greensboro, NC  
**Curriculum Facilitator**  
Responsible for staff development of faculty, disaggregating data to see the needs of the students, model lessons of best practices, works as a liaison between the Central Office and school, responsible for driving instruction, assist in developing strategic plans for improving student achievement. Implemented instructional strategies which were instrumental in getting the school to meet the Adequate Yearly Progress goals.

June 2005 – Feb. 2006 **Professional Development Institute** Seattle, WA  
**Literacy First Trainer**  
Train Kindergarten through 5<sup>th</sup> grade teachers in various states throughout the country in the Literacy First Process on a contractual basis.

Jul. 2000 – Jul. 2004 **United Child Development Services, Inc.** Greensboro, NC  
**Consultant**  
Instruct classes on a contractual basis to other educators in the Early Childhood Education field. Classes taught include:

- Dealing with the Difficult Parent
- Cultural Diversity in the Classroom
- The ABC's of School Readiness
- Professionalism – Raising the Standard

Aug. 1998- Jul. 2003 **Rockingham Community College** Wentworth, NC  
**Early Childhood Education Instructor (Adjunct Faculty)**  
Taught adult students in the Early Childhood Education Department. Responsible for preparing syllabus and planning lessons. Classes taught include:

- Effective Teacher Training
- Early Childhood Credentials I & II
- Early Childhood Education
- Health, Safety, and Nutrition
- Early Childhood Administration I

Nov. 2000 – May 2002 **Computer Explorers** Greensboro, NC  
**Teacher (part-time)**  
Responsible for planning and teaching computer technology classes to kindergarten through 8<sup>th</sup> grade students in private schools in Rockingham County and Guilford County.

Aug. 1997 – Jul. 2000 **United Holy Church Christian Academy** Greensboro, NC

### **Director**

Directed Academy from its inception and maintained a high rate of compliance with North Carolina Child Daycare Laws and North Carolina Non-Public School Education Regulations. Responsible for interviewing and staffing all personnel for the Academy. Also evaluated job performance of faculty and staff. Performed

a variety of administrative tasks in coordinating the successful implementation of the academic program for preschool children and kindergarten through 2<sup>nd</sup> grade. Coordinated all staff development, oversaw community relations, and initiated parental involvement.

- Wrote Smart Start Grant and received \$10,000.00 from the grant.
- Started and directed the after school program and the Summer Recreational and Enrichment Camp
- Served as public relations representative with local news media
- Maintained open communications with the Board of Directors to share information and see that the vision of the school is being carried.

Aug. 1997 – Jul. 2000 **United Holy Church of America, Inc.** Greensboro, NC

**Program Director**

Responsible for scheduling and overseeing events and general church administration. Also responsible for accounting, processing payroll, and preparing financial reports. Created annual financial reports as required by the national church administration. Maintained regular contact with Board of Directors to exchange ideas, share information, and develop plans.

Aug. 1992- Jun. 1997 **Grove Park School, Alamance-Burlington Schools** Burlington, NC

**Teacher**

Taught first grade students. Responsible for creative, hands-on lesson planning, classroom organization and control. Compiled and documented student portfolios and cumulative records. Supervised teacher's assistant. Conducted parent conferences to discuss child's progress and to improve student performance.

- Served on School-Base committee for the Exceptional Children's Program
- Served on Teacher-to-Teacher committee, a teachers' support system that aids teachers with providing interventions for at-risk learners.
- Taught MOTHEREAD, which is an early childhood literacy program for mothers and their children.
- Conducted home visits in low socioeconomic areas to have parent-teacher conferences, to encourage parental involvement, and to recruit for MOTHEREAD.

Aug. 1996–Aug. 1997 **Alamance Community College** Graham, NC

**Adult Basic Education Instructor**

Worked with students individually, taught and prepared students for GED testing, performed assessments and administered pre- and post- tests, recommended students for testing. Taught MOTHEREAD, performed home visits, and taught computer lessons.

Aug. 1995-Aug. 1996 **The Center for Champions** Greensboro, NC

**Reading Resource Teacher**

Responsible for maintaining the reading lab, ordered books and materials, worked with kindergarten through 8<sup>th</sup> grade students individually and in small groups, planned developmentally appropriate lessons. Also facilitator/teacher of seminars and workshop classes, orientation of staff members, prepared and led staff meetings.

June 1988-May 1994 **North Carolina Army National Guard** Siler City, NC  
**Soldier/ Multichannel Communications Systems Operator**  
Responsible for establishing and maintaining 100% communications system during field exercises.

**Professional Affiliations**

- North Carolina Council of Teachers of Mathematics (NCCTM)**
- International Reading Association (IRA)**

## Sonya O. Conway

(b)(6)

Fourteen years of marketing/corporate communications experience within a variety of industries including healthcare, sports, travel and tourism, food and beverage, non-profit, entertainment, entertainment technology, fashion and beauty; strong consumer marketing and strategic branding background with expertise in special events, community relations, diversity and generation marketing, broadcast production and product launches.

### WORK EXPERIENCE

**GUILFORD COUNTY SCHOOLS (NC)** – Executive Director of District Relations 2004 TO PRESENT

Serve as member of the superintendent of school's executive leadership team. Develop, plan, manage, supervise, and administer a comprehensive marketing, corporate communications and public relations plan for Guilford County Schools. Serve as liaison and communications counsel to the Board of Education, superintendent and senior administrators regarding necessary and appropriate actions to communicate the mission, vision, and priorities of the district and to engender public understanding and support of the role, objectives, accomplishments and needs of the school system. Serve as the chief media liaison/spokesperson on district-wide initiatives and crisis situations. Manage a team of 12 professionals in the areas of broadcast production, Web design/content, media relations, community relations, internal relations, publications, corporate partnerships and government relations.

**GREENSBORO CHAMBER OF COMMERCE (NC)** – SVP Marketing & Communications 2002 – 2004

*Directed and executed all corporate communications and marketing efforts on behalf of the organization. Provided strategic planning and led teams with the day-to-day execution of the Greensboro Connects brand image and community outreach program including conceptualizing and managing teams for web site design, advertising campaigns, TV series production, PR, community surveying, and volunteer coordination. Served as program spokesperson.*

**FLEISHMAN-HILLARD, INC.** (Los Angeles, CA) – Managing Supervisor 2000 – 2001

*Managed teams in the marketing and corporate communications group, spearheading PR programs and projects for clients including: Sony PlayStation 2, Nestlé USA, AARP, Iomega Inc., LSG Sky Chefs, and Mitsubishi Motors America.*

**GOLIN/HARRIS INTERNATIONAL** (Los Angeles, CA) Account Supervisor 1999 2000

*Supervised day-to-day activities for key entertainment/lifestyle accounts including: Amazon.com, Esurance.com, Disney Consumer Products, and DreamWorks Home Entertainment.*

**EDELMAN PUBLIC RELATIONS WORLDWIDE** (Los Angeles, CA) – Account Supervisor 1992 – 1999

Supervised staff and activities for clients in the consumer marketing group including: Macmillan/McGraw-Hill, Girl Scouts of America, Merle Norman Cosmetics, Fantastic Sams, Lawry's Foods, Bumble Bee Seafoods, Fetzer Vineyards, Hollywood Fries, HomeGrocer.com.

UCLA-Iris Cantor Women's Health Center, Jules Stein Eye Institute, CA Breast Cancer Early Detection Program, Obagi Medical Products, Allstate Insurance, Oakwood Corporate Housing, and Daewoo Motors America.

## **CAREER HIGHLIGHTS**

### **Sports Marketing**

- Coordinated communications efforts for 989 Sports, the sports software development division of Sony Computer Entertainment America, which included:
  - Media training for athlete and executive spokespersons
  - Media relations for celebrity athletes surrounding motion capture sessions and promotional events
  - Product seeding to athletes and media
- Managed special events and media relations on behalf of Warehouse Shoe Sale
- Oversaw all aspects of planning for the Scholastic Hoops Jam, which featured LA high school basketball all-stars with a GPA of 3.0 or higher. Teams were coached by Baron Davis (UCLA) and Michael Cooper (formerly of the LA Lakers)

### **Entertainment Publicity**

- Managed media relations surrounding the merger of Founders National Bank, Boston Bank of Commerce and Peoples Bank of Commerce; coordinated interviews and involvement of celebrity investors Earvin "Magic" Johnson, Janet Jackson and Jheryl Busby. Extensive media coverage included CNNfn "Market Call," ABC "World News This Morning," BET "News With Ed Gordon," USA Today, NPR "Morning Edition," Associated Press and numerous local network placements
- Created the Fantastic Sams Oscar Night survey of the company's network of stylists nationwide to generate coverage on entertainment programs; coordinated two segments on "Access Hollywood" surrounding Oscar Night hairstyles and fashion wrap-ups
- Produced a nationally televised star-studded awards program with celebrity hosts Blair Underwood and Lynn Whitfield, on behalf of Allstate Insurance that recognized the contributions of individuals within the African American community; negotiated programming with the WGN network
- Coordinated efforts for several entertainment-driven auctions on Amazon.com. Auctions included work with Oprah Winfrey, the "Melrose Place" cast, the Discovery Channel and items from the feature film Titanic
- Supported the LA launch of Hollywood Fries restaurant (co-owned by actor Danny Glover); garnered extensive media coverage during the pre-, day of and post-launch phases

### *Strategic Branding*

- Developed a comprehensive award-winning two-year brand image program for the city of Greensboro that promoted its distinctive brand position of being "A Great Place to Connect" along its core areas of strength
- Developed re-branding strategy for Merle Norman Cosmetics to help dispel its image of producing make up for "old ladies"
  - Conducted over 30 desk-side meetings/product demonstrations with beauty media in New York; resulted in over 20 magazine placements reaching an estimated audience of more than 120 million
  - Generated ongoing brand awareness by supporting seasonal Color Collections introductions; obtained celebrity make up artist with well-known agency (Cloutier) as spokesperson for an "All About Eyes" satellite media tour to promote new mascara;

- celebrated Mother's Day and the new Spring Color Collection with a special Merle Norman Before & After Makeover for local mom of quintuplets
- Developed and executed programs on behalf of Amazon.com that established the brand as "the" one-stop shop for online shopping. Publicity efforts garnered resulted in Amazon's CEO, Jeff Bezos, being named *Time* magazine's "Person of the Year"
- Developed re-branding strategy and initiatives for the AARP to make the organization more appealing to active, on-the-go boomers rather than seniors with sedentary lifestyles

### **Corporate Management/Internal Communications**

- Guided and executed all communication efforts on behalf of the Greensboro Chamber of Commerce
  - Developed and enforced internal communication standards
  - Executive speech development
  - Managed design and production of collateral materials
  - Corporate newsletter (print and online)
- On behalf of Sony Computer Entertainment America:
  - Researched and coordinated executive speaking opportunities
  - Developed executive speeches and presentations
  - Coordinated executive media opportunities
  - Conducted competitive research and provided comprehensive analysis of findings
- Mitsubishi Motors America:
  - Produced national satellite teleconference for top executives to address reports of product instability
- LSG Sky Chefs:
  - Produced corporate newsletter and video in 15 languages in support of the company's recent merger. Materials were distributed and presented to 3,000 employees worldwide
  - Planned worldwide conference of managers to discuss the company's vision and plans for bringing a diverse workforce into one new company culture

### **Community Outreach/Social Marketing**

- Led a comprehensive marketing campaign and served as spokesperson for the Greensboro Connects program including a speaker's bureau. Developed extensive contacts and relationships with key members of the Greensboro and surrounding Triad community
- Developed ties with African American food/business media through grassroots community relations program for Lawry's Foods, Inc.
  - Focused on celebrating the rich heritage of African American cuisine, the program helped increase sales and brand loyalty through: recipe contests, high-gloss recipe booklet, ongoing media relations, Adopt-A-School program, and participation in major community events
  - Reached an audience of nearly 40 million with targeted media coverage
  - PR was an integral part of overall campaign, which won the President's Marketing Award from parent company Thomas J. Lipton
- Managed all marketing initiatives for the CA Breast Cancer Early Detection Program (BCEDP) with targeted outreach primarily to low-income women of color to encourage them to conduct regular self-breast examinations and to seek annual clinical examinations. Activities included advertising, promotions, publicity, special events, direct mail, corporate sponsorship and grassroots outreach

### *Special Events*

- Extensive experience in managing small to large scale corporate, consumer and media events on behalf of organizations including, Greensboro Connects, the Greensboro Chamber of Commerce, Fetzer Vineyards, Mitsubishi Motors, Daewoo Motors, AARP, Amazon.com, Disney Consumer Products, 989 Sports and PlayStation 2
- Secured attendance of more than 1,000 broadcast and print media for a press event announcing PlayStation 2 launch details:
  - Garnered feature coverage on every national network and cable morning and day-time talk show, as well as news programs the day of launch surrounding retail launch event activities hosted by Sony

### **Broadcast Production**

- Serve as executive producer, in conjunction with the City of Greensboro, of Greensboro ConnectTV, a monthly community awareness magazine TV show
- Produced radio and television public service announcements and advertisements, satellite media tours/news feeds, video/radio news releases, b-roll packages, internal videos, highlight reels, and nationally televised programming on behalf of:
  - Greensboro Connects
  - Johnny Rockets Restaurants
  - California Breast Cancer Early Detection Program
  - Allstate Insurance
  - PlayStation 2
  - Mitsubishi Motors America
  - LSG Sky Chefs
- Produced award-winning PSAs with celebrity talents, Dr. Maya Angelou and Eartha Kitt for the CA Department of Health Services Breast Cancer Early Detection Program

### **Education/Family Marketing**

- Developed a comprehensive communications program for LeapFrog to position the brand as a leader in researching and developing interactive educational toys
- Worked with Nestlé Infant Nutritionals' promotional and advertising teams to develop integrated marketing programs in support of new product launches (formula, cereal and supplemental nutritional bars for mothers). Worked closely with corporate affairs to ensure that all components and initiatives fit within the company's "blue print" for brand identity
- Organized "Spotlight on Literacy" special events to reach decision-makers within the LA Unified and San Diego school districts to get their buy-in and support for Macmillan/McGraw-Hill's primary and secondary school textbooks
- Supported national product launches for all licensed Disney Consumer Products including toys, clothes, accessories, school supplies, house wares, etc.

### **Healthcare**

- Announced the opening of UCLA-Iris Cantor Women's Health Center, its services and doctors, positioning the facility as the leader in women's healthcare
- Launched the availability of LASIK eye surgery at UCLA's Jules Stein Eye Institute. Spoke directly to media about the benefits of the procedure, and Dr. Robert Maloney's skills in performing the surgery. Outreach resulted in a ten-minute segment on FOX's "Good Day LA" featuring Dr. Maloney performing the surgery on a FOX-TV producer. UCLA received hundreds of requests for consultations immediately following the segment

- Launched a reformulated Obagi Medical Products line of skin correction treatment to beauty and health media, as well as developed collateral materials used to target dermatologist directly
- Provided ongoing media relations for Green Foods, Inc., a developer of a line of green barley nutritional products. Conducted a national media tour with Dr. James Balch, noted author of Prescription for Nutritional Healing, who spoke to the benefits of "green foods" for detoxifying and cleansing the body's blood
- Launched GelTech's Zicam cold remedy product nationwide. Developed a comprehensive in-store promotion with informational kiosks and pamphlets for consumers, as well as educational materials for the pharmaceutical community

### **Travel and Tourism**

- Developed and executed marketing programs for several travel/destination organizations including:
  - The Venetian Hotel (Las Vegas, NV); MGM Grand Hotel (Las Vegas, NV)
  - Green Valley Spa and Tennis Resort (St. George, UT)
  - Los Angeles Visitors and Convention Bureau
  - Hawaii Visitors and Convention Bureau
  - Travel Alberta
  - Mexican Board of Travel and Tourism
- Activities included grand openings, FAM trips, seasonal news releases, special events, and contest/sweepstakes

### *New Product Launches*

- Supervised marketing communications and corporate PR efforts for Sony's PlayStation 2 launch, which generated more than one billion media impressions during the final two-weeks prior to the launch
  - Program included an annual fee budget of \$2 million, and a team of 30 professionals in seven cities nationwide
- Managed marketing activities for national product launches on behalf of LeapFrog, Nestlé Infant Nutritionals, Disney Consumer Products, DreamWorks Home Entertainment, Green Foods Inc, Zicam, and Obagi Medical Products
- Supported launch of Bumble Bee's premixed tuna salad, beginning with a rollout to the Denver market; arranged local print, radio and TV interviews; product quickly became number one in its category
- Coordinated media efforts in support of automotive product launches for Daewoo Motors America, and Mitsubishi Motors America
- Supervised marketing communications efforts surrounding national rollout of RealAge.com and regional launches of HomeGrocer.com (Webvan.com), and Esurance.com

### **National Promotions**

- Developed concept of Spontaneous Socials for Fetzer Vineyards to associate the brand with casual entertaining; coordinated media sampling events in Chicago, New York, Miami, and Los Angeles utilizing chef and author John Ash to demystify wine and profile California's new wine country
  - Conducted a national sweepstakes to solicit and identify America's funniest Spontaneous Socials moment/event

- Publicity surrounding the sweepstakes garnered national and regional media placements including: *Good Housekeeping, Glamour, Redbook, Reader's Digest, Parade, USA Today, Los Angeles Times* and the "TV Food Network"

#### **General Administration**

- Monitored marketing timelines and budgets (fees and expenses) to deliver results and increase agency profitability
- Led new business teams; packaged agency capabilities; researched, developed and participated in new business presentations
- Served as office manager for Edelman Public Relations/LA -- managed office revenue of more than \$3 million per year; served as local liaison to corporate human resources and accounting departments

#### **EDUCATION / TRAINING**

Guilford College; Greensboro, NC: December 2007 candidate for a Bachelor of Science degree in Community and Justice Studies *and* Business Management with a concentration in Human Resource Management

Center for Creative Leadership; Greensboro, NC: Leadership Development Program ®

University of California, Los Angeles: Advanced writing for news media

University of California, Santa Barbara: General undergraduate studies

#### **COMMUNITY / PROFESSIONAL / VOLUNTEER ACTIVITIES**

Extensive community involvement including: the Greensboro Economic Development Council marketing and travel & tourism workgroups; the S. Elm Street Redevelopment Community Advisory Team; Downtown Marketing Consortium; Greensboro Attractions Council; Grassroots Productions' Festival of Lights event; Action Greensboro synerG council of young professionals; ACC 50<sup>th</sup> anniversary event planning committee; Downtown Greensboro Inc. Center City Park publicity sub-committee; Women's Resource Center; Guilford County Schools; United Arts Council board of directors; the Bryan Family YMCA board of management and the High Point Chamber of Commerce Board of Directors.

#### **RECOGNITION / AWARDS**

Recipient of the *Business Journal's* 2005 "40 Leaders Under Forty Award"

Featured as a *BizLife* magazine "Mover & Shaker;" January 2004

Recipient of numerous marketing communication industry awards

*References and salary history available upon request*

**SANDRA D. CULMER**

(b)(6)

HOME: (b)(6)

WORK: (336) 370-2336

FAX: (336) 370-3481

**EDUCATION:**

**Bachelor of Arts Degree – Elementary Education, 1971**

Howard University  
Washington, D.C.

**Master's Degree – Elementary Administration, 1975**

Howard University  
Washington, D.C.

**Completed Courses Toward Doctor of Education Degree –**

**Educational Administration**

Virginia Polytechnic Institute and State University  
Blacksburg, Virginia

*Doctoral Program, 2006-  
Educational Administration*  
University of North Carolina at Greensboro  
Greensboro, North Carolina

**PROFESSIONAL EXPERIENCE:**

Instructional Improvement Officer  
Guilford County Schools  
2006- present

Principal  
General Greene Elementary School of Science and Technology  
Guilford County Public Schools  
2004-2006

Willow Springs Elementary School  
Fairfax County Public Schools  
2001-2004

Riverside Professional Academic Center  
Fairfax County Public Schools  
2000-2001

***Director of Elementary Programs, Area I***

Area I Administrative Center  
6520 Diana Lane  
Alexandria, Virginia 22310  
1997 – 2000

Assist the Area Superintendent in directing, monitoring, assessing and evaluating school planning, school programs, and performance evaluation in all Area I elementary schools.

***Principal***

Poplar Tree Elementary School  
Fairfax County, Virginia  
1990 – 1997

***Principal***

Rose Hill Elementary School  
Fairfax County, Virginia  
1984 – 1990

Responsible for the operation and administration of the total school program, instructional supervision, teacher and staff evaluation. Ensure implementation of the school improvement plan, build and maintain positive school and community relationships.

***Head Start Coordinator***

Fairfax County Public Schools  
Fairfax County, Virginia  
1981 – 1984

***Assistant Principal***

Canterbury Woods Elementary School  
Fairfax County, Virginia  
1980 – 1981

***Resource Teacher for the Gifted/Talented Program***

Area II Administrative Office  
Fairfax County, Virginia  
1978 – 1980

***Teacher***

Westlawn Elementary School  
Fairfax County, Virginia  
1976 – 1978 School-based Resource Teacher  
1973 – 1976 Classroom Teacher

Albany Public Schools  
Albany, New York  
1971 – 1973 Classroom Teacher

***LEADERSHIP ACTIVITIES / ACHIEVEMENTS:***

Selected as Science Administrator of the Year , Guilford County Schools, 2004-2005,  
Business Advisory Board for Science and Mathematics

Appointed to FCPS Leadership Review Board for Assistant Principal Career Ladder  
Advancement, 2002-2004

Participated in the Educational Leadership/Ethics Conference, Oxford England,  
March, 2000

Participated in the Leadership Fairfax, Inc. Class of 2000, Class Year 1999-2000

Served as the Area Superintendent`s representative to staff/community Advisory  
Councils, 1997 – 2000

Served on the Enterprise Systems Planning Project/Instructional Hiring Redesign  
Team for the Department of Personnel Services, 1994 – 1995.

Participated in the 1993-1995 Virginia Urban Schools Association Fellows  
Institute and Professional Development Opportunity, The College of William and  
Mary.

Selected as FCPS Principal of the Year and Awarded the 1993 Washington Post  
Distinguished Educational Leadership Award.

Accepted as a Doctoral Applicant, Harvard University, Graduate School of  
Education, Urban Superintendent`s Program, 1992.

Served on the Fairfax County Public Schools Outcomes Committee  
Subcommittee, 1992 – 1993.

Appointed by the Division Superintendent to the Career Advancement Review  
Board for 1990 – 1992.

Served as Area Representative, Treasurer, President-Elect, and President of the  
Fairfax Elementary School Principals` Association, 1987 – 1992.

Inducted into Phi Delta Kappa, Northern Virginia Chapter, January 1984. Served  
as Phi Delta Kappa Foundation Representative and Corresponding Secretary.

Attended local, state and national conferences. Presented workshops and training  
activities at a variety of conferences.

***PROFESSIONAL AFFILIATIONS:***

National Association of Elementary School Principals.

International Reading Association.

Greater Washington Reading Council

Association for Supervision and Curriculum Development.

National Association for the Education of Young Children.

Delta Kappa Gamma Educational Faternity

**William Vaden Hurt**

(b)(6)

**Education:**

**David Lipscomb College  
BS Degree- Elementary Education**

**Middle Tennessee State University  
MA Degree- Administration and Supervision**

**Certification:**

**State of Tennessee Professional License (Grades 1-9)  
State of Tennessee Professional Administrative License  
Career Level III Principal Certificate**

**Experience:**

**August 2003-Present  
Instructional Improvement Officer**

**August 2002-2003  
Principal Allen Middle School, Greensboro, North Carolina  
Grades 6-8 High Impact Urban School**

**Sept. 1999-Sept. 2002  
Principal, Poplar Grove School, Franklin, Tenn.  
Responsible for opening the district's first Balanced Calendar School**

**July 1, 1999-Sept. 1999  
K-8 Curriculum Director, Williamson County Schools  
Maintaining the previous role with the NSF Grant**

**October 1998- July 1, 1999  
Co- Principal Investigator and Administrator in Residence  
Metro Nashville Local Systemic Change Science Project,  
Funded by the National Science Foundation**

**January 1996-October 1998  
K-8 Instructional Director, Williamson County Schools**

**August 1990-January 1996  
Principal, Walnut Grove Elementary School, Franklin, Tn.(Grades k-5)**

**February 1979-August 1990**

**Principal, Grassland Elementary School, Franklin, Tn. (Grades k-5)**

**August 1979-February 1997**

**Project Director Title Iv, Innovative Seed Program**

**Each One All Together, (Grades k-5) , Hillsboro School**

**August 1971-1977**

**Teacher, Grade 4, Hillsboro School**

**Related Activities:**

**1994 Member of the State Board of Odyssey of the Mind**

**1995 Co-Chair Tennessee Science Technology Consortium**

**1995-1997 Associate State Director of Tennessee Odyssey of the Mind**

**1999 Planned and Directed the Mesa Principal Institute for 25 Principals in Mesa , Arizona**

**1999 Planned and Directed the Summer Principals Institute for Principals in the Franklin Special School District**

**Professional Activities:**

**1999 National Institute for Science Education Seminar**

**One week training with Dr. Harris Cooper on Meta Analysis Research  
Columbia, Missouri**

**1999 Five Day Leadership Seminar on Inquiry at the Exploritorium  
San Francisco , California**

**1998 Regional National Science Teacher Association Meetings  
Birmingham, Al.**

**1998 Key Result Area - Team Management Seminar sponsored by  
Tennessee State University Center of Excellence  
Co - Presenter Principals Institute on National Science Standards**

**1998 DDI Training for School Leaders Responsible for all  
Administrative Training in the areas of Problem Solving, Team  
Building, How to Improve Leadership Impact, Improving  
Communications**

**1994 Activities Integrating Math and Science Seminar , White House ,**

**Tn.**

**1993 Leadership Enhancement Seminar - Dr. Edward Deming  
Team Approach To Middle Management**

**1987 Co- Director Tennessee State Leadership Academy, Clarksville,  
Tn.**

**1985-1986 Presented at State Administrative Leadership Academy  
in Memphis, Murfreesboro, Nashville , and Knoxville, Tn.**

# Jocelyn B. Becoats

(b)(6)

## **PROFESSIONAL EXPERIENCE**

Guilford County Schools, Greensboro, North Carolina

2006- present

### ***Instructional Improvement Officer***

- Supervises and mentors secondary education principals in the school system; serves as liaison between principals and Superintendents; works with principals to resolve school-based concerns and problems; assists principals and teachers in striving for maximum student achievement.
- Associates with students, teachers, principals, directors, superintendents, the Board of Education, business leaders, consultants and parents, receiving suggestions, advice and general feedback on the operations of the middle schools; helps ensure an open line of communication across the school system hierarchy, bringing insight from all levels to incorporate in policy and decision making.
- Conducts on-site observations of assigned middle schools in the system; provides feedback, support and suggestions to principals; conducts and documents formal evaluation of principals.
- Assists principals of middle schools with decision making and problem solving; plans and develops programs to be implemented across the secondary schools; monitors the results of programs implemented; develops policies, standards and a vision for the middle schools.
- Attends meetings and participates in GCS related activities at the request of the superintendent and/or Chief Academic Officer; provides input into long range and school improvement plans; stays abreast of directions coming from the Chief Academic Officer and initiates the implementation of those directions in the middle schools.
- Publicly responds to concerns of the Community regarding middle schools; coordinates with community agencies to address the problems and needs of the secondary schools and their students.

Northeast Middle School, Charlotte Mecklenburg Schools

2003 – 2006

### **Principal**

- Establish and Implement the instructional program at the school.
- Establish a vision and mission for the school in collaboration with stakeholders.
- Utilize current research and school data in order to improve the instructional program and student performance.
- Manage and oversee in conjunction with the administrative team all non-instructional initiatives at the school.
- Manage the Southern Association of College and Schools Accreditation Review Committee.
- Implement research based instructional strategies.

Myers Park High School, Charlotte Mecklenburg Schools

1997 - 2003

### **Assistant Principal**

- Observed and evaluated teacher performance.

- Organized and administered in-service teacher training.
- Planned and supervised school student programs.

Albemarle Road Middle School, Charlotte Mecklenburg Schools

1991 - 1997

Math Teacher, Grade Level Chair and Assistant Principal

- Worked with administrators to coordinate and supervise student teacher programs
- Provided individual and group guidance for educational and vocational Matters
- Taught knowledge and skills in mathematics utilizing the standard course of study
- Developed appropriate instructional aids emphasizing discovery and laboratory learning methods.

### **EDUCATION**

Ed. D. – EDUCATIONAL LEADERSHIP

University North Carolina Greensboro

2010(*expected*)

*M. ED. - EDUCATIONAL ADMINISTRATION*

University North Carolina Charlotte

1995

ADD-ON CERTIFICATION, Middle Grades

University North Carolina Charlotte

1992

B.S. – MATH EDUCATION

North Carolina State

1991

B.S. - MATHEMATICS

North Carolina State

1987

## LOUIS FEREBEE

### Curriculum Vita

East Carolina University  
Doctorate of Education, Educational Administration and Supervision, Candidate  
*Executive Cohort*

The George Washington University  
Master of Arts, Educational Administration and Supervision, 2000

North Carolina Central University  
Bachelor of Arts, Elementary Education, 1997

### Professional Vita

Instructional Improvement Officer, 2007-Present

**Guilford County Schools**, Greensboro, NC

Chief instructional leader and manager for a division of middle schools with over 8,000 students and a cumulative budget of 44 million dollars in a large urban school district. Several of the schools offer magnet or choice options covering themes such as performing arts, science/technology and Spanish immersion. 36% of the middle schools are Title I with a cumulative Title I budget of 1.2 million dollars.

Principal, 2005-2007

**Otis L. Hairston Sr. Middle School**, Greensboro, NC

Instructional leader for the most poverty impacted middle school in large urban with over 70 licensed staff members and a school based budget of 4.2 million dollars. Over 92% of the students are eligible for free/reduced lunch, and the majority are members of minority groups.

### *Accomplishments*

- Met 100% of Adequate Yearly Progress
- Earned highly praised North Carolina School of High Growth Status: 2006
- Implemented a highly successful assessment model where summative assessments aligned to the pacing guides were administered in three week intervals to gather real-time information on student mastery to inform instruction
- Marked improvement in Reading achievement with a 11 percentage point increase in proficiency
- Increased Reading performance for students with disabilities by 16 percentage points
- Increased Algebra I performance by 25 percentage points with a proficiency rate of 96.3%
- Increased Geometry performance by 23 percentage points with a proficiency rate above 95%
- Consistently led the district in Algebra I, Pre-Algebra, 8th Grade Math and Algebraic Thinking quarterly benchmarks

- Successfully encouraged 100% of Hairston’s staff members to respond to the North Carolina Teacher Working Condition Survey and to exceed the district in every domain
- Created a highly recognized student advocacy program targeting minority males
- Instituted an effective Standard Mode of Dress for all students and staff to eliminate barriers to learning and foster school civility
- Earned Celebrating Excellence in Education Star Award, Guilford County Schools 15 Most Improved Schools

Principal, 2001- 2005

**Fairview Elementary School, High Point, NC**

Instructional leader for the most poverty impacted school in a large urban school district with over 55 licensed staff members and an average school based budget of 2.5 million dollars. Over 96% of the students were eligible for free/reduced lunch, and the majority were members of minority groups.

***Accomplishments***

- Met 100% of Adequate Yearly Progress targets for four consecutive years
- Supported and evaluated instruction that was adaptive to diverse learners while fostering relationships with parents and the school community to support student productivity
- Moved the lowest performing school in the district from a North Carolina End-of-Grade testing performance composite that was slightly above low performing status (50%) to a composite proficiency level of 78.6%
- Visited and recognized by the Governor for leading one of the most improved schools for the highest percentage of growth on the North Carolina End-of-Grade tests in the state and consistent superior marks on the North Carolina Teaching Working Conditions Survey
- Earned highly praised North Carolina School of High Growth Status: 2003 and 2005
- Recognized as 2005 Signature School of the Piedmont Triad Consortium
- Earned Celebrating Excellence in Education Star Award, Guilford County Schools 15 Most Improved Schools
- Reduced the suspension rate by more than 50%
- Nationally recognized school for McGraw-Hill Digital Learning

**Additional Experience and Enhancement Programs**

School Administration Internship Site Supervisor, 2002-2006  
 The Strategic Planning Program, The Cambridge Group, 2005  
 Leadership Development Academy, Center for Creative Leadership, 2002  
 School Development Program Leadership Academy, Yale University, 2001  
 Assistant Principal, Granville County Schools, 2000-2001  
 New Administrators Academy, Principals Executive Program, Fall 2000  
 Science Facilitator, Newport News Public Schools, 1999-2000  
 Elementary Teacher, Newport News Public Schools, 1997-2000

**Professional Memberships, Affiliations and Special Projects**

GCS Connections Project Team, Guilford County Schools, 2006-Present  
CollegeBoard, National SpringBoard Administrator Trainer, 2005-Present  
Principal Advisory Committee, Guilford County Schools, 2005-2006  
Secondary Reading Project Team, Guilford County Schools, 2005-2006  
Panelist, Character Education Forum, Guilford Education Alliance, 2005  
Middle School Reform Project Team, Guilford County Schools, 2005

### **Honors and Awards**

Wachovia Principal of the Year, Guilford County Schools, 2006  
Principal of the Year Nominee for four consecutive years, Guilford County Schools  
Principal of Distinction Award, Fairview Elementary, 2005  
Outstanding Young Educator Award, Greensboro Jaycees, 2004  
Featured in the *Wall Street Journal*, Results of the No Child Left Behind legislation, 2003  
J. William McGuinn Leadership Award, Community in Schools, 2003  
Illuminating Ideas Principal Award, Guilford County Schools, 2003  
Community Leadership Award, High Point Parks and Recreation, 2003  
*News & Record*, Educator of the Week, 2002

### **Publications and Presentations**

Andrews, K., Ferebee, L. D. & Hammonds, P. (2006). "Hallway Conversations: SpringBoard Implementation" Interactive Session at the annual CollegeBoard Forum, CollegeBoard, San Diego, CA: November.

Ferebee, L. D. (2006). "21<sup>st</sup> Century School Leaders" Interactive Session for Master of School Administration practicum students, University of North Carolina at Greensboro, Greensboro, NC: February.

Ferebee, L. D. & Davis, D. (2006). "Raising Math Achievement Using Assessment Data to Inform Instruction" Interactive Session at the annual North Carolina Council of Teachers of Mathematics Conference, North Carolina Council of Teachers of Mathematics, Greensboro, NC: October.

Ferebee, L. D. & Folger, E. (2006). "Where are the Children: Using Assessment Data to Inform Instruction" Interactive Session at the annual Raising Achievement and Closing Gaps Conference, North Carolina Department of Instruction, Greensboro, NC: March.

Ferebee, L. D. (2006). "Ten Essentials for Effective School Leaders" Interactive Session for Master of School Administration practicum students, University of North Carolina at Greensboro, Greensboro, NC: February.

Ferebee, L. D. (2005). "Middle Grade Math EOG/EOC Factoids" Interactive Session for middle school principals, Guilford County Schools, Greensboro, NC: November.

Ferebee, L. D. (2004). "Making it Happen: Monitoring Data for AYP Targets" Interactive Session for elementary school principals, Guilford County Schools, Greensboro, NC: March.

Ferebee, L. D. (2000). "Do Clothes Make the Teacher" Paper presented at the annual Aspiring Administrator Academy, The George Washington University, Yorktown, VA: June.

Ferebee, L. D. (2000). "The Value of Teacher Made Tests to Assess Student Mastery" Interactive Session for elementary teachers, Newport News Public Schools, Newport News, VA: February.

Ferebee, L. D. (1999). "Effective Alternative Schools in Chesterfield Public Schools" Paper presented to the Chesterfield County Board of Education, Chesterfield, VA: July.

***Debra G. Barham***  
*Instructional Improvement Officer*  
*Guilford County Schools*

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***Education:*** B.A. Health/Physical Education, 1971  
North Carolina A&T State University, Greensboro, NC

M.A., Educational Leadership, 1989  
North Carolina A&T State University, Greensboro, NC

Curriculum Supervision, 1992  
Appalachian State University, Boone, NC

Educational Leadership  
NOVA University, 2003-2005

***Employment:*** Greensboro City Schools

Teacher, Health and Physical Education 1975-1985

Guilford County Schools

Assistant Principal, Northeast High School 1985-1989  
Curriculum Specialist 1989-1991  
Principal, Western Guilford High School 1991-2001  
Principal, Greensboro College Middle College H.S. 2001-2002  
Executive Director, Instruction 2002-2003  
Instructional Improvement Officer High School 2003-Present

***Training and Professional Development:***

- Yale Child Study Center, School Development Program  
Principal's Academy 1995  
Principal-In-Residence 1998
- Educational Policy Fellowship 1997
- Center for Creative Leadership 1998
- Teacher Expectation Student Achievement Trainer (TESA) 1999 & 2007
- Paideia National Facilitator's Training 2001
- Principals as Technology Leaders 2002
- Reading in the Content Area 2002

- |  |              |
|--|--------------|
| <input type="checkbox"/> Venture Administrator/Teacher Selection Process                         | 2004         |
| <input type="checkbox"/> Principal's Executive Institute for High Schools                        | 2004         |
| <input type="checkbox"/> Leadership Training - Michael Fullan                                    | 2006-Present |
| <input type="checkbox"/> Southern Association for Colleges and Schools<br>(District Facilitator) | Present      |

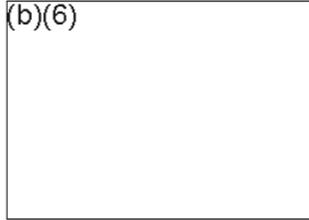
***Other Related Experience:***

- DPI trained as a Principal Leadership Assessor
- DPI trained as a Turn Around Team Leader
- DPI trained in the use of Baldrige
- Board of Directors of the North Carolina High School Athletic Association
- Served for three years as a member of the N.C. State School Improvement Panel
- Served for three years as a member of the Guilford County Parks & Recreation Commission
- Served two years as a member of the North Carolina High School Commission
- Present member of Strategic Planning Team for Economic Development of High Point, North Carolina

***Summary:***

Experienced public school administrator with a demonstrated track record as an innovator. Strong interpersonal communication skills with proven ability to effectively collaborate with faculty and staff, students, parents, comments to government officials and departments of high education.

# Grenita F. Lathan, Ph.D.



Washington Elementary School  
1110 East Washington Street  
Greensboro, NC 27401  
336-370-8290  
[lathan@agsnc.com](mailto:lathan@agsnc.com)

## Career Objective

To work in public education as an administrator.

## Education

- 1997-2000 Southern Illinois University Carbondale, IL GPA 3.7  
Ph.D. Workforce Education and Development  
Concentration: Administration and Supervision  
Dissertation Topic: A Qualitative and Quantitative Analysis of Selected Female Superintendents in Illinois and North Carolina
- 1995- 1996 University of North Carolina at Greensboro Greensboro, NC GPA 3.4  
M.S. Business Education
- 1987-1991 North Carolina A&T State University Greensboro, NC GPA 3.0  
B.S. Business Education

## Professional Licenses

- North Carolina Administrative Certificate K-12
- Illinois General Administrative Certificate (Type 75) K-12
- Illinois Type 10 Business and Marketing K-12
- North Carolina Vocational Business Education Certificate 9-12

## Professional Work Experience

January 2005 Present Washington Elementary School Greensboro, NC  
Principal Guilford County Schools  
PreK-5

Responsibilities: provide learner-centered leadership for staff and students, use multiple sources of data to develop a plan for the improvement of student achievement, coordinate staff development, curriculum design, development and implementation of site-based decision-making plans, and maintain a safe learning environment for all students.



Summer 1998 Southern Illinois University Carbondale, IL  
Research Assistant School of Social Work

Responsibilities included: researching critical issues in the area of social work,  
designing publications for the school, locating information for grants and data entry.

1997-Dec. 1998 Southern Illinois University Carbondale, IL  
Graduate Assistant Workforce Education Development

Responsibilities included: teaching Business Communications to undergraduate students.

1993 - 1997 RCC Wentworth, NC  
Part-time Instructor Rockingham Community College

Responsibilities included: taught computer courses and effective teacher training courses.

1991-1997 Rockingham County Schools Eden, NC  
Teacher Morehead High School

Responsibilities included: Instructed 9 - 12 grade students in accounting, office occupations,  
introduction to computers, advanced computers, general business and typing.

Additional responsibilities included: varsity cheerleading coach, Future Business Leaders of  
America, prom sponsor, school improvement committee, and 504 committee.

### **Professional Associations**

National Association of Elementary Principals, Illinois Alliance of Administrators of Special  
Education, Illinois Principals Association, Association for Supervision and Curriculum  
Development, Phi Delta Kappa, Delta Pi Epsilon Graduate Business Education Honor Society,  
National Education Association, National Business Education Association, Pi Omega Pi National  
Business Education Honor Society.

### **Professional Conferences/Workshops**

American Montessori Society (New York, 2007), Learning Focused Solutions Administrator's  
Conference (Mesa, Arizona 2006), NASSP Annual Convention (2004 Orlando, 2003 San  
Diego), IAASE Fall Conference (2004, 2003, 2002), Physical Management Training (2005,  
2004, 2003), Working with Students with ADHD (2003), Strategies for Mgmt of K-12 Students  
with Emotional and Behavioral Problems (2002), IPA Special Education Conference (2002),  
ASCD Classroom Leadership Conference (Orlando, FL 2001), Managing Resistance: Looking  
Beyond the Child and into the Mirror (2001), ASCD Annual Conference (Boston, MA 2001),  
The Principal as Staff Developer (2001), IPA Portfolios for Administrators Workshop (2001),  
IPA Evaluation of Certified Staff (2000), Classroom Interventions for Nonverbal  
Communication (2000), IDEA '97 Update Training (2000), NC Administrators Assessment  
Conference (1999), Women Administrators Conference (1999), Maximizing At-Risk Student  
Potential Conference (1999).

### **Honors**

Southern Illinois University Tuition Scholarship (1999), Who's Who Among American Teachers  
(1997), 1996/1997 Wal-Mart Teacher of the Year, 1997 NAACP Humanitarian Award.

**SCOTT L. WINSLOW**

(b)(6)

**ADMINISTRATIVE EXPERIENCE**

Principal- Northwood Elementary School, High Point, NC 2007 to present

Assistant Principal- Jones Spanish Immersion Elementary Magnet School, Greensboro, NC 2004-2007

Academic Coach- Office of Academic Improvement, Guilford County Schools 2004

Summer School Site Coordinator- Jesse Wharton Elementary School, Greensboro, NC 2004

**TEACHING EXPERIENCE**

National Board Certification – Middle Childhood Generalist 1999-present.

Classroom Teacher - Jesse Wharton Elementary School, Greensboro, NC. Third Grade. Worked in self-contained heterogeneous classroom, including LD, AL, Autistic, ODD, and ESOL students. Taught all subject areas. 1999- present.

Classroom Teacher - Summer Elementary School, Greensboro, NC. Third Grade. Worked in self-contained heterogeneous classroom, including LD, AG, Autistic, ESOL, BED, and Visually Impaired students. Taught all subject areas. 1993- 1999.

Classroom Teacher - Summer Elementary School, Greensboro, NC. Fifth Grade. Worked in self-contained heterogeneous classroom, including LD, AG, and Chapter 1 students. Taught all subject areas. 1992-1993.

**EDUCATION**

Master of School Administration University of North Carolina at Greensboro, G.P.A. 4.0, 2004-2006

Graduate Coursework University of North Carolina at Greensboro. Reading Strategies CUI616.

Bachelor of Science University of North Carolina at Greensboro in Teaching Fellows Program. Major: Elementary Education with concentration in English. G.P.A in major 4.0. Earned North Carolina Class "A" Certificate. August 1988 - May 1992.

**LEADERSHIP AND MENTORING ROLES**

SBLT - School Leadership Team Chair 2005-2006, 2003-2004

SSST Coordinator - Coordinated school based committee for referrals. 2002-present

SERVE Training Presenter - Trained staff with new evaluation instrument. 2000-2001

Mentor - Served as Mentor Teacher to first year teacher. Roles included observation, discussion, and team planning. 1997-2004.

Student Teacher Advisor - Accepted Student Interns and Student Teachers from Guilford College 2003-

2004, UNC-Greensboro 2001-2002, A&T University 1994-1999.

Grade Level Chairperson - Coordinated field trips and plan activities and grade level meetings. 1997-1998, 2000-2001

Leadership Team - Served as member and Chairperson. Assisted in creating and implementing the School Improvement Plan. 1993-1997, 2005-present.

Planning Committee Chair - Completed schedules for classes and activities throughout the year. 1995-1999.

Comer Facilitator - Attended training and trained faculty in the Comer Process. 1995-1999.

IMS Coordinator - Attended training and trained staff in utilizing the IMS system to teach and prepare students for EOG testing. 1995- present.

Reading Renaissance Coordinator - Attended training and trained staff in implementing the Accelerated Reader Computer Software program school-wide. 1997-present.

EOG Scoring Committee - Scored EOG Open-Ended Tests. 1994.

Parent Workshop Coordinator - Planned and conducted workshops in math and science.

#### **AWARDS AND HONORS**

Jones Elementary School PTA Administrator Award – 2005.

Guilford County Schools/UNC-Greensboro - Administrative Cohort - 2004-2006.

Summer Elementary Teacher of the Year - 1998-1999.

Summer Elementary Math Teacher of the Year - 1996-1997.

Summer Elementary Rookie Science Teacher of the Year - 1995-1996.

Recipient of NC Teaching Fellows Scholarship/Paul Douglas Teacher Scholarship

Golden Chain Honor Society at UNC-Greensboro

#### **STAFF DEVELOPMENT**

STARS, Bright Idea, Literacy, Differentiation, Paideia, Mentor Training, Effective Teacher Training, Great Books, AIMS, Reality Therapy, Math By All Means, 3rd Grade EOG Strategies, Thinking Maps, Comer Training, Cultural Diversity, Positive Discipline, Hands-On Math, Classroom Strategies for ESOL, Hands-On Science, DASH, UNCG Summer Research Internship, CMS2 Training, Senate Bill 44, Classroom Computer Applications, Integrating Technology, Conflict Resolution, ELLI, Reading Renaissance, Strategies for Integrating Social Studies, Learning Styles.

#### **PROFESSIONAL ASSOCIATIONS**

Phi Beta Kappa, ASCD, NEA, NCAE, NCSTA, NCCTM - Member since 1992.

**Lori Margaret King Garrison**

(b)(6)

**Career Objectives**

To continue my involvement in the Guilford County Schools educational process by serving as principal during the 2006-2007 school year.

**Qualifications/Education:**

Ed. D. in Educational Leadership/Cultural Foundations (12-05) University of  
North Carolina at Greensboro  
Certified in Educational Leadership -Ed.S (5-98) East Carolina University  
Certified in Administration and Supervision (6-94) East Carolina University  
Certified in Learning Disabilities - Ma.Ed. (5-87) East Carolina University  
Certified in Special Education - B.S. (12-83) East Carolina University

**Experience**

Ferndale Middle School 6-8 · Guilford County Schools  
Principal (2006 - present)

Johnson Street Global Studies K-8 Magnet School · Guilford County Schools  
Principal (2004 until July 2006)

Southwest Guilford High School · Guilford County Schools  
Assistant Principal (2001 until 2004)

Grimsley Senior High School · Guilford County Schools  
Special Education Teacher and Coordinator of Programming (1998-2001)

Joyner Elementary School - Guilford County Schools  
Special Education Teacher and Department Chair (1990-1994)

Greene County Middle School · Greene County Schools  
Special Education Teacher and Department Chair (1990-1994)

West Greene Sixth Grade Learning Center · Greene County Schools  
Special Education Teacher (1986-1990)

East Greene Elementary · Greene County Schools  
Special Education Teacher (1984-1986)

**Special Interests:**

(b)(6)

## TERESA JOHNSON DAYE, M. Ed., M.S.A.

(b)(6)

### Education

- Doctor of Education\***, May, 2007: **Educational Leadership**, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Master of School Administration**, December, 2005: **School Administration**, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Master of Education**, August, 2000: **Middle Grades Education**, North Carolina Central University; Durham, North Carolina
- Bachelor of Science**, May, 1982: **Early Childhood Education**, Winston-Salem State University; Winston-Salem, North Carolina

\* - active program of study

### Professional Experience

**Guilford County Schools**  
01/07 to Present

**Principal**: Provide learner-centered educational and managerial leadership to the school organization; maintain an operational focus on student accountability and instructional best practices to support a functional professional learning community; build and support school and community public relations; oversee daily operations to meet student learning and building goals; hire and retain highly qualified staff; routinely analyze data for the improvement of student achievement; plan and broker professional development; maintain a safe learning environment; create a positive school climate

**Guilford County Schools**  
07/06 to 12/06

**Assistant Principal**: Assisted the principal in the development, implementation and evaluation of practices related to student academic achievement; assisted the principal in managing programs, activities and functions consistent with district and state policy and guidelines; led instructional staff in aligning the curriculum, instruction and assessment with the NCSCOS; monitored the instructional program; analyzed and disaggregated data with a focus on adequate yearly progress for all sub-groups; supervised and evaluated certified and classified school staff; served as a member of the school's leadership team and participated in the school's planning, development and evaluation; assumed responsibility for student discipline; supervised extra-curricular activities. Other duties included: substitute coverage, transportation and attendance.

**Durham Public Schools**  
10/04 to 06/06

**Instructional Resource Teacher/Principal Intern**: Developed and conducted staff development; provided instructional support and technical assistance for faculty; researched and facilitated the implementation of innovative teaching strategies; analyzed data; mentored new teachers; updated professional library; served on administrative team to keep administration apprised of instructional status within the school; coordinated the school's AVID program; served as staff development coordinator; collaborated with district directors for instructional delivery and enhancement.

**NC Dept. of Public Instruction**  
01/03 to 10/04

**Education Consultant**: Assigned to the Division of School Improvement; provided technical support to designated low-performing schools and schools in voluntary assistance; assisted low-performing schools in achieving growth and performance in reading, writing and mathematics; analyzed disaggregated test data for school improvement; created positive rapport with school faculty and staff; conducted a needs assessment of the assigned school; communicated extensively with key school personnel to identify strengths and areas for improvement; delivered professional development to school personnel; provided feedback on school improvement plans; identified and applied best instructional practices through planning, coaching, providing feedback, monitoring;

identified and developed instructional resources: team-taught and co-taught with teachers: worked cooperatively with other DPI staff: prepared and published research briefs on best instructional practices.

**Durham Public Schools**  
7/00 to 12/02

**Educator-on-Loan:** DPI State Assistance Team Reviewer Assisted low-performing schools in achieving growth and performance in reading, writing and mathematics: analyzed disaggregated test data for school improvement: created positive rapport with school faculty and staff: conducted a needs assessment of the assigned school: communicated extensively with key school personnel to identify strengths and areas for improvement: delivered professional development to school personnel: provided feedback on school improvement plans: identified and applied best instructional practices through planning, coaching, providing feedback, monitoring: identified and developed instructional resources: team-taught and co-taught with teachers: worked cooperatively with other team members and DPI staff.

**Middle School English Language Arts & Social Studies Teacher/Mentor:** Planned and implemented daily lessons and activities in English Language Arts and Social Studies: team leader: mentor teacher.

**N. C. Central University**  
7/00 to 6/01

**Adjunct Instructor – NC Teach:** Mentored and trained lateral entry teachers in the NCTeach program: instructed on the middle school concept, pedagogy, and the English Language Arts curriculum and teaching strategies.

**Duke University**  
9/98 to 6/00

**Educational Programs Coordinator:** Liaison between the university and Durham Public Schools: managed program development: developed project proposals, support and implementation: supervised support staff: collaborated with partner school principals and university faculty and administration to support partner schools and others.

**Johns Hopkins University**  
6/97 to 12/98

**Instructional Facilitator/Senior Point Trainer:** National trainer for the *Success for All™* reading program: provided technical assistance to schools to ensure a strong program implementation: mentored new trainers: provided extensive staff development: collaborated with teachers, school principals, and district-level administration.

**Durham Public Schools**  
7/96 to 6/97

**Literacy Facilitator:** Provided support to teachers to ensure accurate and successful implementation of the *Success for All™* reading program: modeled instructional strategies for and mentored classroom teachers: assessed students and assigned teachers to respective reading levels for instruction: provided staff development.

1/91 to 6/96

**Middle School English Language Arts Teacher/Mentor:** Planned and implemented daily lessons and activities in English Language Arts. Other duties: Grade-level chairperson, PBAP and SBMT member, team leader, mentor to novice teachers, mentor coordinator.

**Crum and Forster Personal Ins. Co.**  
12/88 to 4/90

**Operations Supervisor:** Supervised units of 12 to 15 employees: trained new employees: prepared and administered employee performance appraisals: prepared periodic reports: made group presentations.

**Durham City Schools**  
9/82 to 12/88

**Elementary Grades Teacher:** Planned and implemented daily lessons and activities for the educational, physical, social and emotional development of students in grades one through three.

### Professional

**Development**

High Schools that Work (Summer 2006), AVID Institute; Downey Walkthrough Training; Effective Use of the Block Schedule; School Leadership for the 21<sup>st</sup> Century; Effective Mentoring; NC Teacher Academy –Site-Based Decision Making Skills; TPAI-R; Layered Curriculum; True Colors; Managing Personal Growth, Supervision and Leadership Skills; Effective Teacher Training; Cooperative Learning and Student Team Learning; Nationally Certified Trainer – Early Prevention of School Failure; Success for All Reading Program – Johns Hopkins University (Center for Social Organization of Schools)

**Licensure**

**North Carolina “P” License:** School Administrator Principal  
**North Carolina “M” License:** Middle Grades Language Arts 6-9  
**North Carolina “A” License:** Early Childhood Education K-4  
Elementary Education K-6  
Teacher Mentoring

**References**

Furnished upon request

# Lori Michelle Bolds

(b)(6)

## Education

- 2003-2005     *University of North Carolina at Greensboro*  
Greensboro, North Carolina  
Masters in School Administration
- 1997-2001     *North Carolina Agricultural and Technical State University*  
Greensboro, North Carolina  
Certification in Secondary Education (English)
- 1992-1996     *University of North Carolina at Chapel Hill*  
Chapel Hill, North Carolina  
Bachelors of Arts in English

## Teaching Certification and Training

- 2006            Candidate Support Training for National Board for Professional Teaching Standards
- 2006            D.R.E.A.M. Team (Consultant) for National Board for Professional Teaching Standards
- 2006            Haberman Screening Training
- 2005            Principal Portal Training
- 2004            Ventures Screening Training (B-22 Interview training)
- 2003            National Board Certified Teacher: Adolescence Young Adult English
- 2003            Advanced Placement Training (Literature & Composition)
- 2001            Advanced Placement Training (Language & Composition)
- 2001            English Certification: Class A

## Experience

- 2006 – Present     *Guilford County School System*  
*A. Laurin Welborn Middle School – Grade 6-8*  
**Principal** – Responsible for managing students, staff, and activities related to the school, teacher recruitment and retention, grant writing, maintaining discipline and decorum on campus, soliciting feedback from students, parents, and teachers, fostering positive relationships with the community, providing direction and leadership participating in the creation and carrying out of the school mission and vision, developing academic programs, coordinating Title I, actively working with teachers to develop and maintain high

curriculum standards for all students, developing schedules, observing teaching methods, and training and motivating teachers.

- 2003-2006 *Guilford County School System*  
**T. Wingate Andrews High School – Grades 9-12**  
**Assistant Principal** – assigned grades eleven and twelve. Duties include: Title I Coordinator, SACS chair, *High Schools That Work* site coordinator, supervising classroom teachers, organizing and maintaining master files for the school, conducting evaluations using the SERVE model, creating presentations for the faculty, instructional supervisor for the foreign language and English departments, coordinator of graduation ceremony as well as junior marshals, grant writing, facilitating summer school, organizing orientation for incoming freshmen, and planning and conducting Title I annual parent meetings
- 1996-2003 *Guilford County School System*  
**James B. Dudley High School – Grades 9-12**  
Teacher of ninth, tenth, eleventh, and twelfth grade students. Courses taught: College Prep English 9 and 12, Honors English 9, 11, and 12, Advanced Placement English 11 and 12, SAT Prep, Journalism / Yearbook and AVID (Advancement Via Individual Determination). Duties included: Lead instructional teacher for ninth grade team, Yearbook advisor, department co-chair, homeroom teacher, School Leadership Team member, Dudley Ladies Club Advisor, Mentor, Junior varsity head women’s basketball coach, Varsity women’s head basketball coach and Varsity volleyball head coach

***Staff Development and Leadership Involvements***\_\_\_\_\_

- 2007 Formative Assessment: Benchmark Data Analysis  
2006 SRA Corrective Reading Leadership Training for Principals  
2006 Horizons Leadership Institute participant  
2006 Survival Skills for New Principals (SSNP) sponsored by the Principals’ Executive Program (UNC-Chapel Hill)  
2006 Pathways to Achievement training  
2006 Undoing Racism training  
2005 Southern Association for Colleges & Schools annual conference participant (Greensboro, NC)  
2005 Summer Leadership Institute sponsored by Guilford County  
2005 High Schools That Work Coordinators Training  
2005 Summer Leadership Symposium sponsored by UNC-G  
2004 Guilford County Schools Education Leadership Development Program sponsored by the Center for Creative Leadership  
2004 Vertical Teaming training sponsored by College Board  
2004 North Carolina Vocats Technology conference  
2004 Total Curriculum Alignment training with Lisa Carter  
2004 High Schools That Work summer conference participant  
2004 Diversity Training for Administrators sponsored by NCCJ  
2003 North Carolina Vocats Technology conference  
2003 SERVE Evaluation training (sponsored by UNC-G)

- 2003 Advanced Placement Training – Literature & Composition (Wake Forest University)
- 2002 SERVE Senior Project Institute participant
- 2002 National Board Certification workshop (NC A&T State University)
- 2001 Advanced Placement Training -Language & Composition (Wake Forest University)
- 2000 High Schools That Work conference participant
- 1999 Paideia Institute: Phase I training sponsored by Guilford County Schools
- 1998 Reading in the Content Area
- 1998 Senate Bill 44
- 1998 High Schools That Work conference participant
- 1998-2000 AVID training: Local and Southeastern Conferences
- 1997 Grant Writing Workshop: PDS Partnership (NC A&T State University)
- 1997 Learning Focused Schools Workshops sponsored by Guilford County Schools
- 1997 Effective Teacher Training
- 1997 Tech Prep / IMS Training
- 1996 Internet Workshop sponsored by Guilford County Schools
- 1996 Tech Prep Integration of the Curriculum sponsored by Guilford County Schools

***Additional Professional Activities*** \_\_\_\_\_

- 2005 New Teacher Survival Seminar: sponsored by T. Wingate Andrews High School in conjunction with Guilford County Schools  
*"New Teacher Survival Kit – What Needs to Be in Your Tool Box"*
- 2000 High School Programs & Practices That Get Results: A Conference Dedicated to High School Educators: sponsored by the North Carolina Association for Supervision and Curriculum Development  
*"A Freshman Transition Model that Gets Results"*
- 1998-2001 Facilitator for New Teacher Induction sponsored by Guilford County Schools  
*"Connections: A World of Collegiality... A Year of Professional Growth"*

***Affiliations*** \_\_\_\_\_

National Sorority of Phi Delta Kappa, Basileus  
 National Association of Educators  
 North Carolina Association of Educators  
 Association of Supervision and Curriculum Development  
 T. Wingate Andrews High School PTSA  
 Mt. Vernon Baptist Church

***Hobbies*** \_\_\_\_\_

(b)(6)

*References* \_\_\_\_\_

Available Upon Request

# Monique P. Wallace

## Objective

To earn a doctorate degree to better serve the children of Guilford County in a position of academic leadership

## Experience

2005–present Guilford County Schools Greensboro, NC

**Principal T. Wingate Andrews High School**

Responsible for total school programming including,

- Student growth and achievement,
- Instructional programming,
- Teacher recruitment and retention,
- Professional development,
- Scheduling,
- Budget development,
- Physical facilities, and
- Community relations.

2003-2005 Guilford County Schools Greensboro, NC

**Assistant Principal Western Guilford High School**

- Supervise and provide support to English and Social Studies Departments
- Maintain and disaggregate achievement and assessment data for the school
- Assist the administrative team with daily operation of school.
- Supervise the SSST Team
- Conduct staff development
- Assist in the development and establishment of the school goals.
- Assist in providing direction to staff in implementing goals and objectives of the school.
- Assist in the evaluation of the school programs
- Act to upgrade own professional knowledge
- Assist to define and disseminate information about school discipline policy
- Communicate and carry out established policies
- Promote and maintain open communication

1997-2003

Guil

**Language Arts Teacher Southeast Middle School  
Lincoln Middle School**

- Provided instructional plans that were compatible with the school system's curricular goals
- Maintained clear, firm, and reasonable work standards
- Maintained the facilities and resources of the school

- Served as 8<sup>th</sup> Grade representative on the School- Based Leadership Team
- Lead teacher and coordinator of the summer school enrichment program
- Established and facilitated rules and routines for the classroom
- Co-advisor of the Speech and Debate Team
- Performed non-instructional duties

## Education

- |  |                              |                |
|--|------------------------------|----------------|
| 2006-present   | University of NC-Greensboro  | Greensboro, NC |
| <ul style="list-style-type: none"> <li>▪ Ph.D., Educational Leadership</li> <li>▪ Concentration: Curriculum and Instruction</li> </ul> |                              |                |
| 2003-2004  | University of NC- Greensboro | Greensboro, NC |
| <ul style="list-style-type: none"> <li>▪ Masters of School Administration</li> </ul>   |                              |                |
| 1995   | Florida International Univ.  | Miami, FL      |
| <ul style="list-style-type: none"> <li>▪ B.A. - English</li> </ul>   |                              |                |
| 1995   | Florida International Univ.  | Miami, FL      |
| <ul style="list-style-type: none"> <li>▪ Certificate- African New World Studies</li> </ul>   |                              |                |

## Licenses

- North Carolina Department of Public Instruction
- Principal (Grades K-12)
  - Middle Grades Language Arts (6-9)

## References

References are available upon request.



NORTH CAROLINA AGRICULTURAL AND TECHNICAL  
STATE UNIVERSITY

SCHOOL OF EDUCATION  
OFFICE OF THE DEAN

April 3, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., Room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse,

North Carolina Agricultural and Technical State University (NC A&T) is pleased to support the Guilford County Schools (GCS) Magnet Schools Assistance Program grant proposal. NC A&T collaborates extensively with Guilford County Schools to strengthen our partnerships and support the mission of educating responsible citizens.

NC A&T shares GCS's commitment to offer advanced preparation for teachers as we are eager to partner with GCS to increase the numbers of licensed Montessori teachers at Washington Elementary School by offering teachers a Master of Art in Elementary Education with a concentration in Montessori curriculum. This program will supplement the Montessori certification that Washington Elementary School teachers will be completing as a part of the grant. Teachers will complete their Montessori training and certification during Phase I of their coursework. During Phase II, teachers will enroll in twelve hours of recommended coursework at the NC A&T campus to complete their Master of Education in Elementary Education. These courses will include graduate level Research and Inquiry, Technology, Diversity and Educational Leadership. Upon completion of this coursework, teachers will complete a comprehensive examination and will then be awarded their advanced degree. They will also be encouraged to apply for National Board Certification.

NC A&T's program is nationally accredited; and it is highly regarded for the quality of its graduates. The grant will provide an opportunity for current and potential GCS employees to earn their Master of Education (MAED) in Elementary Education from an excellent program.

We look forward to working with GCS to improve the quality of teachers at Washington Elementary School and to support the implementation of a Montessori curriculum at the school.

I hope you will give strong consideration to this proposal.

Respectfully,

A handwritten signature in cursive script, appearing to read "Lelia L. Vickers".

Lelia L. Vickers, Dean

*A Land-Grant University and A Constituent Institution of the University of North Carolina*

105 Hodgin Hall • 1601 East Market Street • Greensboro, NC 27411 • (336) 334-7757 • Fax (336) 334-7132

April 22, 2007

(b)(6)

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse,

I have served as a volunteer at Washington Elementary School in Greensboro, NC, since 2003. Serving as a lunch buddy, a tutor, a teaching assistant, and a mentor to children of all grades, I have gotten to know many of them and their families. I take my work at Washington seriously, and, like the teachers and staff, I want the best for these students.

Nearly the entire population of Washington lives in Ray Warren Homes, a subsidized housing community. The families there are struggling in most every way imaginable: dealing with poverty and the social stigma that goes with it, violence and crime on their streets, racism, and an unstable social structure. While the school system cannot hope to provide all the elements that these children are missing in their lives, it is our responsibility to help them in every possible way.

A Montessori approach to education is precisely what these children need. I have been involved in other Montessori schools and have seen the positive effect it has on the children in terms of self esteem, enthusiasm for learning, and their ability to resolve conflicts peacefully. Teachers take on a new role in the Montessori system and become true advocates for the children, striving not just to educate them, but to nurture them and help them develop their own unique gifts and strengths.

Washington Elementary has failed to achieve federal standards despite a series of attempts to improve the school. Traditional teaching methods failed repeatedly, and with dire consequences for the children. It is time to resurrect Washington as a Montessori school. I strongly urge you to provide the necessary funds for this school and give these children the chance for success that they deserve.

Sincerely,



K. Dean Driver

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse,

The College Board is pleased to support the Guilford County School's (GCS) Magnet Schools Assistance Program grant proposal. Guilford County Schools was recently selected to participate in the Chinese Guest Teacher Program which will supply guest instructors to teach Mandarin Chinese Language at four GCS schools. The program is part of the College Board's nationwide initiative to encourage native Mandarin speakers to serve as cultural resources in educational systems.

The Chinese Guest Teacher Program is made possible through a partnership with the Office of Chinese Language Council International (Hanban) in China. The guest instructors will provide Mandarin Language instruction at two of the proposed magnet schools in the proposal (Northwood Elementary School and Ferndale Middle School). The Chinese Guest Teacher Program helps U.S. schools develop Chinese language and culture study programs and promote international exchange between the United States and China. Here are just some of the benefits to participating schools and students:

- The guest teacher will start a new program by initiating Mandarin Chinese language classes
- Students will have the opportunity to learn authentic Chinese language and to interact with a native Chinese speaker.
- The Chinese guest teacher can serve as a cultural resource in subjects such as social studies, Chinese history, geography, music, art, and physical education

By partnering with Guilford County Schools to provide these Guest Teachers, the College Board will help give students the opportunity to participate in high-quality programs tailored to their individual interests and abilities. We look forward to the opportunity to continue the partnership with the Guilford County Schools and trust that you will find their application worthy of funding.

Sincerely,



Selena Cantor,  
Director, Chinese Language and Culture Initiatives  
The College Board





April 20, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse,

The Guilford Technical Community College (GTCC) is pleased to support the Guilford County School's (GCS) Magnet Schools Assistance Program grant proposal. Over the years, GTCC has established many productive partnerships with the Guilford County Schools that have assisted the academic and personal achievement of students, as well as supported the professional development of its teachers and administrators.

This proposal will enable the Guilford County Schools to create 6 new magnet programs in the district, allowing students the opportunity to participate in high-quality programs tailored to their individual interests and abilities. In particular, our partnership with the district will help support the proposed Aviation Academy at Andrews High School. GTCC looks forward to working with Guilford County Schools to provide dual enrollment to the Aviation Academy students. These students will be offered the opportunity to enroll and receive credit in GTCC's T.H. Davis Aviation School at Piedmont Triad International Airport.

GTCC offers an Associate in Applied Science Degree in Aviation Systems Technology. This degree program prepares graduates for the FAA written and oral/practical examinations for the Airframe and Powerplant ratings. GTCC's Aviation Systems Technology Program is one of three community colleges in North Carolina certificated to award the Airframe and Powerplant Rating. GTCC's Aviation Systems Technology Program has been certified since 1984.

We look forward to the opportunity to continue the partnership with the Guilford County Schools and trust that you will find their application worthy of funding.

Sincerely,

Donald W. Cameron  
President

GTCC  
GUILFORD TECHNICAL  
COMMUNITY COLLEGE

JAMESTOWN CAMPUS  
601 HIGH PUEBLO RD.  
POST OFFICE BOX 309  
JAMESTOWN, NC 27262  
TEL: 336-339-6822  
FAC: 336-339-1126

GREENSBORO CAMPUS  
4535 E. WENHOVER AVE.  
GREENSBORO, NC 27401  
TEL: 336-334-8222 EXT. 4230

HIGH POINT CAMPUS  
911 SOUTH MAIN ST.  
HIGH POINT, NC 27601  
TEL: 336-351-1126 EXT. 1110

AVIATION CENTER  
240 NORTH HILGONIA RD.  
GREENSBORO, NC 27409  
TEL: 336-334-8222 EXT. 4901

SMALL BUSINESS CENTER  
260 YANCEYVILLE ST. SUITE 200  
GREENSBORO, NC 27405  
TEL: 336-334-8222 EXT. 4901

[www.gtcc.edu](http://www.gtcc.edu)

45 AFFIRMATIVE ACTION  
EQUAL OPPORTUNITY COLLEGE

April 22, 2007

Dean Driver, Inc.

(b)(6)

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse,

I have worked for the last fourteen years as an aerospace engineer in the Greensboro area. Specifically, I am an aircraft structures consultant and a Designated Engineering Representative of the FAA, meaning that I work in both in the engineering side and certification side of aviation. This role allows me the opportunity to visit many aviation-related clients in this part of North Carolina and gives me a unique view of the state of aviation in the Greensboro area. I can tell you without reservation that aviation is alive and well here, and all indications are that the next decade will bring with it unprecedented growth in the fields of aircraft production, maintenance, and operations. The arrival of Honda Aircraft, which will be producing a light jet in Greensboro, is only the most recent in a series of new ventures in this field. A new FedEx hub and the expansion of the TIMCO maintenance facility means that hundreds of aviation jobs are being created in the near term. It is imperative that the Guilford County education system rise to the challenge of preparing students to compete in this highly technical and lucrative industry.

Another observation I've made as I travel around the local aviation community is this: there is a marked lack of diversity in this field. People may differ on the reasons for the scarcity of minorities involved in aviation - especially in management and technical positions - but it seems obvious that minorities and lower income people often lack exposure to the field of aviation. It should be the purpose of the educational system to overcome such factors and offer opportunities equally to all students, regardless of their backgrounds.

A high school Aviation Academy in Guilford County would address both the needs of the community and the needs of students. The economic future of this area is tied to the success of these new aviation endeavors, and the futures of Guilford County's students are dependent upon their ability to prepare for careers in this field. I urge you to grant funding for the Guilford County Aviation Academy, and I assure you that I and other aviation professionals in this area will support the Academy in every way possible.

Sincerely,



K. Dean Driver



April 23, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse,

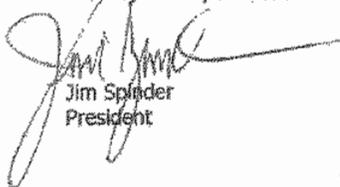
My name is Jim Spinder and I am the President of Atlantic Aero, Inc. in Greensboro, NC. Our company is a diverse FBO (fixed base operator) providing a full range of services to the General Aviation marketplace. We provide typical services such as fueling and storage for aircraft, all aspects of airframe maintenance, avionics services, interior refurbishment and we are unique in that we offer engineering services and parts manufacturing. Our company has been in business for over 35 years here in Greensboro. We currently are experiencing significant opportunities for growth and anticipate that continuing for the foreseeable future.

As I am sure you are aware, we are not the only aviation growth in Greensboro. Last year Comair built a large maintenance facility on the airport, TIMCO is growing, FedEx is building an enormous hub on the airport and most recently Honda announced plans to manufacture their new business jet in Greensboro. Given all these new initiatives, aviation growth in our local area is not going to slow, and in actuality is going to grow significantly. However, one area that is not growing as rapidly is the training and development of new skilled workers. We continue to struggle to find the right people for our team and most of them are being relocated from outside our area. This situation is not going to get better and in fact with the FedEx and Honda news, it is only going to get worse. By 2009 the need for qualified aviation people in the Triad will be materially greater than it is today.

The establishment of an Aviation Academy in the Greensboro area would greatly improve our ability to "grow our own" into this industry. The idea of having a career in technical services in the aviation field has to be planted during the high school years. For those young people the career path can be promoted as a viable and exciting opportunity that also offers high pay for skilled workers. Federal funding for this project would allow the program to get started much sooner and would probably offer a higher degree of success for the program. Offering the career at the high school level reaches a much larger audience than an individual "discovering" it after high school. Further, it would enhance the opportunity to reach lower income and minority students that have very limited exposure to aviation.

I strongly encourage you to support the necessary funding to allow this program to occur. Our company will provide support to the Academy in whatever ways it makes sense.

Thank you for your time and consideration,



Jim Spinder  
President

James C. Spinder, President & Chief Operating Officer  
Direct 336-235-6033 • Cell 336-317-4405  
jspinder@atlanticaero.com • www.atlanticaero.com

Atlantic Aero, Inc. • P O Box 35408 • Greensboro, NC 27425-3408  
Piedmont Triad International Airport (GSO) ARINC 129.85  
Shipping: 6423 Bryan Boulevard • Greensboro, NC. 27409

336-668-0411 • 800-334-2001 • Extension 1033  
Fax: 336-668-2979



6120 SMITHWOOD ROAD  
LIBERTY, NC 27298  
PHONE (336) 685-4423  
FAX (336) 685-4419 FOR  
MAINTENANCE & PARTS  
FAX (336) 685-0580 FOR  
CHARTER AND ACCOUNTING



CHARTER, PARTS,  
MAINTENANCE

20 APR 07

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse:

Causey Aviation Service, Inc. is a company near Greensboro, NC, which operates a charter jet service, provides aircraft maintenance services through an FAA-approved Repair Station, and provides aircraft storage, fuel sales, and other services that most fixed base operators provide.

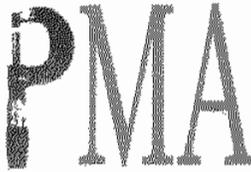
We fully support the concept of developing an Aviation Academy magnet school for high school students in the Guilford County School system. Such an Academy would generate interest in aviation and technology among students and lead some of those students into careers in aviation. It's been my experience that training for these types of jobs...jobs that require technical expertise, teamwork, and that don't allow the luxury of mistakes, tend to help students mature and become better employees. The proposed program would generally improve the quality of applicants for positions with our company and enhance our ability to serve our customers. Causey Aviation would certainly support the development of the Aviation Academy in any way possible.

A substantial grant for such a program would be an appropriate and effective use of federal funds. With the recent influx of aviation companies into this area, such as Honda Aircraft and FedEx, local school systems need to react quickly to provide students with the technical skills they need to participate in this growing field. I hope you will give strong consideration to this proposal.

Sincerely,

A handwritten signature in cursive script that reads "B. Winfield Causey, Jr.".

B. Winfield Causey, Jr.  
President



*Producers of  
Quality Aircraft  
Parts*

6120 Smitewood Rd  
Liberty, NC 27298  
(336) 685-4423  
FAX (336) 685-4419  
(800) 762-0844

Products, Inc.

20 APR 07

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 4W229  
Washington, DC 20202-5970

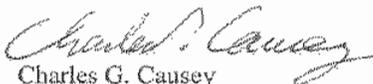
Dear Mr. Brockhouse:

PMA Products, Inc. is a manufacturer of FAA-PMA approved replacement parts for aircraft. We are located in southeastern Guilford County about 15 miles from Greensboro, NC. We currently hold FAA approval for over 200 replacement parts for aircraft and are constantly looking to increase that number. This work requires persons who can work in engineering, drafting, assembly, and quality control.

We have been informed about the concept of developing an Aviation Academy magnet school for high school students in the Guilford County School system and believe that this would be a great addition to this school system. Such an Academy should heighten interest in aviation and technology among students and lead some of those students into careers in aviation. A local training program such as this should help to improve the quality of the young job applicants that we see show up at our door, particularly from this local area, and we find that it is always better to hire locally when possible. PMA Products would certainly support the development of the Aviation Academy in any way possible.

With the recent influx of aviation companies into this area, such as Honda Aircraft and FedEx, local school systems need to react quickly to provide students with the technical skills they need to participate in this growing field. A substantial grant for such a program would be an appropriate and effective use of federal funds. I would appreciate you giving strong consideration to this proposal.

Sincerely,

  
Charles G. Causey  
President



April 10, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse:

The Center of Excellence for Research, Teaching, & Learning (CERTL) at Wake Forest University Health Sciences fully endorses this Magnet School Assistance Program proposal from the Guilford County Schools. We are excited about the opportunity to work with this project to support the enhanced quality of instruction through problem-based learning.

CERTL is committed to high quality interventions that enhance the educational experiences and learning of K-12 students. CERTL has also been committed to the professional development of teachers in the area of Problem-Based Learning for nearly a decade. This partnership affords us an opportunity to extend the valuable results of our experiences in teacher professional development, student achievement, and enhanced science and problem solving skills to another population with demonstrated need. We are especially enthusiastic about the development of local PBL experts to serve as vital resources and support to the teachers in the Guilford County area.

We look forward to this opportunity to continue this important work in partnership with the Guilford County Schools.

Sincerely,

Ann Lambros, Ph.D.  
Director

CERTL at the Wake Forest  
University School of Medicine  
Medical Center Blvd.

Winston-Salem, NC 27157  
<http://www1.wfubmc.edu/certl>  
336-713-7725

(b)(6)

April 20, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., Room  
Washington, DC 20202-5970

Dear Mr. Brockhouse:

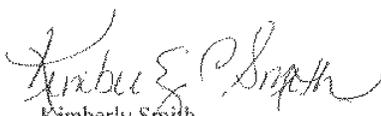
I understand from Lori Bolds that Guilford County Schools is applying for a grant to convert Welborn Middle School into a magnet school. As a teacher (b)(6) (b)(6) I am writing to express my full support for Welborn's ongoing efforts to strengthen instruction and student well-being by becoming a magnet school. I am well aware of the daily intentions and efforts on the part of the administration, faculty and staff of Welborn to inspire and enable individual students to success academically and personally.

Because I am an educator, I know that the science and technology differs from other core-curriculum areas because of their rapid rate of change. As scientific and technological knowledge advances, the tools needed to study them must change as well. Converting Welborn to a magnet school would allow students the opportunity to become more knowledgeable and literate in the areas of science and technology. They would be exposed to the various types of technology that are available today and learn new skills that will be useful to them as they enter high school, college and beyond.

Since (b)(6) I am an 8<sup>th</sup> grade teacher (b)(6) (b)(6) a close relationship with the school. With science and technology expertly woven into the curriculum, Welborn will be able to offer an exciting, hands on and rigorous program for all of its students. This program will largely build and increase the students' capacities for the rapid technological changes of the 21<sup>st</sup> century. (b)(4) (b)(4)

I urge you to move forward on the decision to convert Welborn to a magnet school. I hope that this grant application receives your support and favorable review. It is imperative that we support Welborn and their efforts to produce the strongest, best educated, creative citizens possible. I believe that this investment in our children's future will be repaid many times over in the years ahead.

Sincerely,

  
Kimberly Smith  
Teacher  
Guilford County Schools

(b)(6)

April 20, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., Room  
Washington, DC 20202-5970

Dear Mr. Brockhouse:

I understand from Lori Boldt that Guilford County Schools is applying for a grant to convert Welborn Middle School into a magnet school. As a member of the Guilford County School Board, I am writing to express my full support for Welborn's ongoing efforts to strengthen instruction and student well-being by becoming a magnet school. I am well aware of the daily intentions and efforts on the part of the administration, faculty and staff of Welborn to mitigate difficulties of recent times, as well as to inspire and enable individual students to succeed both academically and personally.

Because I work so closely with our schools, I am able to witness firsthand, many of the challenges faced by our teachers and students. With science and technology expertly woven into the framework of the curriculum, Welborn will be able to offer an exciting, hands on and rigorous program for all of its students. Integrating specialized science and technology instruction into the curriculum will only serve to enhance the students' educational experience. The essence of this program is to build and increase the students' capacities for the rapid technological changes of the 21<sup>st</sup> century. The specificity and structure of a magnet school curriculum that aligns with the North Carolina Standard Course of Study for Middle School will enable both teachers and students to monitor and evaluate the progress and understanding of material. The collective and collaborative use of professional materials designed to emphasize the strong connection between technology and classroom practice will produce teamwork and a unit of purpose and approach that should be helpful to Welborn's faculty and staff.

I am pleased to offer my support and urge you to move forward on the decision to convert Welborn to a magnet school. It is imperative that we support Welborn and all of our schools in their efforts to produce the strongest, best educated, creative citizens possible.

Sincerely,



Dr. Walter Childs  
Guilford County School Board

April 20, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., Room  
Washington, DC 20202-5970

Dear Mr. Brockhouse:

I understand from Lori Bolds that Guilford County Schools is applying for a grant to convert Welborn Middle School into a magnet school. [b](6)

I am writing to express my full support for Welborn's ongoing efforts to strengthen instruction and student well-being by becoming a magnet school. I am well aware of the daily intentions and efforts on the part of the administration, faculty and staff of Welborn to inspire and enable individual students to success academically and personally.

I know that the science and technology differs from other core-curriculum areas because of their rapid rate of change. As scientific and technological knowledge advances, the tools needed to study them must change as well. Converting Welborn to a magnet school would allow students the opportunity to become more knowledgeable and literate in the areas of science and technology. They would be exposed to the various types of technology that are available today and learn new skills that will be useful to them as they enter high school, college and beyond.

With science and technology expertly woven into the curriculum, Welborn will be able to offer an exciting, hands on and rigorous program for all of its students. This program will largely build and increase the students' capacities for the rapid technological changes of the 21<sup>st</sup> century. [b](6)

[b](6)

[b](6)

I feel very confident that this will allow many students an opportunity that had not been available before and I will certainly encourage my son to take advantage of this.

I urge you to move forward on the decision to convert Welborn to a magnet school. I hope that this grant application receives your support and favorable review. It is imperative that we support Welborn and their efforts to produce the strongest, best educated, creative citizens possible. I believe that this investment in our children's future will be repaid many times over in the years ahead.

Sincerely,



Mary Ann Cherry



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Marilyn Stone, Vice Chairman-Board Dev.

April 20, 2007

Paul Lessard, President  
Phone: (336) 882-3298  
paul@hpccommunityfoundation.org

Sarah O'Hearn, Office Manager  
Phone: (336) 882-3297  
sarah@hpccommunityfoundation.org

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Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., Room  
Washington, DC 20202-5970

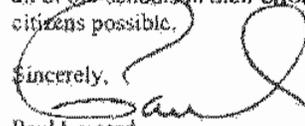
Dear Mr. Brockhouse:

I understand from Lori Bolds that Guilford County Schools is applying for a grant to convert Welborn Middle School into a magnet school. I am writing to express my full support for Welborn's ongoing efforts to strengthen instruction and student well-being by becoming a magnet school. Families in the High Point community need to know that there are schools offering specialized instruction that provide unique opportunities for in-depth study and enrichment experiences in specific areas. Programs such as the one proposed here will greatly expand a student's exposure to particular areas of interest beyond those available in most schools.

I have had the opportunity to work closely with the faculty and staff of schools in the High Point community and have witnessed firsthand many of the challenges faced by our teachers and students. With science and technology expertly woven into the framework of the curriculum, Welborn will be able to offer an exciting, hands on and rigorous program for all of its students. A science and technology based curriculum will, I believe, be especially motivating to Welborn students.

I am pleased to offer my support and urge you to move forward on the decision to convert Welborn to a magnet school. It is imperative that we support Welborn and all of our schools in their efforts to produce the strongest, best educated, creative citizens possible.

Sincerely,

  
Paul Lessard,  
High Point Community Foundation

*"Serving the Donor's Interests and the Community's Needs"*

**High Point Community Foundation**  
P.O. Box 7371 - High Point, North Carolina 27261  
fax: (336) 882-3292 - www.hpccommunityfoundation.org

Sandra J. Allen

(b)(6)

April 19, 2007

Mr. Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW  
Room 4W229  
Washington, D.C. 20202-5970

Dear Mr. Brockhouse

(b)(6)

(b)(6) have been very active in our school for the past four years. (b)(6)

(b)(6)

(b)(6) I feel I have developed a relationship with our students, parents, and teaching staff over the years of working with them in our efforts to support our school and address needs specific to our school.

Therefore, I write to you now to offer my full support of our school district's application to the 2007 Magnet School Assistance Program (MSAP). This grant will allow our district to establish an Aviation Academy at our school, T.W. Andrews High School. An Aviation Academy would be a perfect compliment to our school's technology classes currently offered which include various engineering and computer technology courses.

The area of High Point has been historically a factory city with many jobs directly tied to the furniture and textile industries. However, in recent years many of these labor-intensive jobs have been lost to overseas competition resulting in increased unemployment citywide. I feel technology jobs our key to our young adults' economical future. Educational opportunities such as offered through programs such as the Aviation Academy proposed in our MSAP grant application would be a positive addition to our school curriculum and offer an outstanding opportunity for our young people.

Please consider approving our school district's application to the 2007 Magnet School Assistance Program. Help us in our quest to develop the educational programs necessary to meet the needs of our students and the needs of our community. Support the implementation of an Aviation Academy at T.W. Andrews High School.

Respectfully,



Sandra J. Allen

(b)(6)

T.W. Andrews High School

(b)(6)

4/19/07

Steven L. Brockhouse  
U.S. Department of Education  
400 Maryland Avenue, SW., room 4W229  
Washington, DC 20202-5970

Dear Mr. Brockhouse:

This letter is in support of the Guilford County Schools continued efforts to improve the academic and personal success of our students. Implementing the Aviation Academy is one key way to ensure the success of our students.

As an Andrews's Career Development Coordinator, I know first hand the important work that the faculty and staff of T. Wingate Andrews High School are doing each day—starting a magnet program at the school will be a step in the right direction. An Aviation Academy would complement the existing programs by offering an academy concept with direct links to the higher education and business communities. The special curriculum of a magnet school would attract substantial numbers of students from different social, economic, ethnic, and racial backgrounds to our school and provide greater opportunities for our students to succeed.

Thank you for allowing me to share my support of our MSAP application.

Sincerely,



Mrs. Michelle Bodie-Anderson  
T. Wingate Andrews High School  
Career Development Coordinator

**Table #1: Enrollment Data—LEA-Level**

Actual Enrollment—October 1, 2006 (Current School Year)				Projected Enrollment—October 1, 2007 (Year 1 of Project)				Projected Enrollment—October 1, 2008 (Year 2 of Project)				Projected Enrollment—October 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	3215	60%	2144	40%	5359	K	3369	61%	2136	39%	5505	K	3399	62%	2093	38%	5492
1	3331	60%	2221	40%	5552	1	3374	62%	2109	38%	5483	1	3529	63%	2107	37%	5636
2	3259	61%	2083	39%	5342	2	3486	62%	2157	38%	5643	2	3493	63%	2083	37%	5576
3	3228	60%	2152	40%	5380	3	3259	60%	2183	40%	5442	3	3461	60%	2289	40%	5750
4	3178	60%	2118	40%	5296	4	3367	61%	2120	39%	5487	4	3464	62%	2089	38%	5553
5	3089	58%	2236	42%	5325	5	3182	59%	2216	41%	5398	5	3325	59%	2271	41%	5596
6	3157	60%	2105	40%	5262	6	3328	62%	2032	38%	5360	6	3467	64%	1969	36%	5436
7	3254	60%	2170	40%	5424	7	3360	63%	2010	37%	5370	7	3529	65%	1942	35%	5471
8	3174	59%	2206	41%	5380	8	3358	61%	2111	39%	5469	8	3437	63%	1981	37%	5418
9	3627	56%	2850	44%	6477	9	3942	60%	2602	40%	6544	9	4125	62%	2526	38%	6651
10	3314	57%	2500	43%	5814	10	3329	58%	2388	42%	5717	10	3477	60%	2278	40%	5755
11	2883	55%	2358	45%	5241	11	2888	54%	2429	46%	5317	11	2939	57%	2250	43%	5189
12	2142	47%	2415	53%	4557	12	2353	48%	2501	52%	4854	12	2434	50%	2453	50%	4887
Tot	40851	58%	29558	42%	70409	Tot	43595	60%	28994	40%	71589	Tot	44079	61%	28331	39%	72410

**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
N/A			

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: Washington Street Montessori**

Actual Enrollment as of October 1, 2006 (Current School Year)		Projected Enrollment as of October 1, 2007 (Current Projected Population)						Projected Enrollment as of October 1, 2008 (Year 1 of Project)						Projected Enrollment as of October 1, 2009 (Year 2 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		
<b>K</b>	30	97%	1	3%	31	<b>K</b>	36	97%	1	3%	37	<b>K</b>	25	57.35%	17	42.65%	42		
<b>1</b>	29	100%	0	0%	29	<b>1</b>	25	97%	1	3%	26	<b>1</b>	36	97%	1	3%	37		
<b>2</b>	19	100%	0	0%	19	<b>2</b>	27	100%	0	0%	27	<b>2</b>	25	97%	1	3%	26		
<b>3</b>	26	100%	0	0%	26	<b>3</b>	21	100%	0	0%	21	<b>3</b>	27	100%	0	0%	27		
<b>4</b>	19	100%	0	0%	19	<b>4</b>	25	100%	0	0%	25	<b>4</b>	21	100%	0	0%	21		
<b>5</b>	25	100%	0	0%	25	<b>5</b>	23	100%	0	0%	23	<b>5</b>	25	100%	0	0%	25		
<b>6</b>						<b>6</b>						<b>6</b>							
<b>7</b>						<b>7</b>						<b>7</b>							
<b>8</b>						<b>8</b>						<b>8</b>							
<b>9</b>						<b>9</b>						<b>9</b>							
<b>10</b>						<b>10</b>						<b>10</b>							
<b>11</b>						<b>11</b>						<b>11</b>							
<b>12</b>						<b>12</b>						<b>12</b>							
<b>Tot</b>	148	99%	1	1%	149	<b>Tot</b>	157	99%	2	1%	159	<b>Tot</b>	134	89.33%	19	10.67%	178		
													158	81.03%	37	18.97%	195		

Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.

Provide data for all students in each grade for which the school enrolls students.

Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**Table #3: Enrollment Data—Magnet School**

Magnet School: Northwood IB		Projected 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						
<b>K</b>	75	78.22	21	21.78	96	<b>K</b>	114	69.09	51	30.91	165	<b>K</b>	114	69.09	51	30.91	165	<b>K</b>	114	69.09	51	30.91	165						
<b>1</b>	54	71.79	21	28.21	75	<b>1</b>	67	71.79	27	28.21	94	<b>1</b>	109	66.06	56	33.94	165	<b>1</b>	109	66.06	56	33.94	165						
<b>2</b>	68	77.66	20	22.34	88	<b>2</b>	53	77.66	15	22.34	68	<b>2</b>	73	77.66	21	22.34	94	<b>2</b>	114	69.09	51	30.91	165						
<b>3</b>	65	78.82	18	21.18	83	<b>3</b>	75	78.82	20	21.18	95	<b>3</b>	54	78.82	14	21.18	68	<b>3</b>	74	78.82	20	21.18	94						
<b>4</b>	46	65.28	25	34.72	71	<b>4</b>	50	65.28	27	34.72	77	<b>4</b>	62	65.28	33	34.72	95	<b>4</b>	44	65.28	24	34.72	68						
<b>5</b>	51	63.41	30	36.59	81	<b>5</b>	46	63.41	26	36.59	72	<b>5</b>	49	63.41	28	36.59	77	<b>5</b>	60	63.41	35	36.59	95						
<b>6</b>						<b>6</b>						<b>6</b>						<b>6</b>											
<b>7</b>						<b>7</b>						<b>7</b>						<b>7</b>											
<b>8</b>						<b>8</b>						<b>8</b>						<b>8</b>											
<b>9</b>						<b>9</b>						<b>9</b>						<b>9</b>											
<b>10</b>						<b>10</b>						<b>10</b>						<b>10</b>											
<b>11</b>						<b>11</b>						<b>11</b>						<b>11</b>											
<b>12</b>						<b>12</b>						<b>12</b>						<b>12</b>											
<b>Tot</b>	359	72.67	135	27.33	494	<b>Tot</b>	405	70.93	166	29.07	571	<b>Tot</b>	461	69.43	203	30.57	664	<b>Tot</b>	515	68.48	237	31.52	752						

Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.

Provide data for all students in each grade for which the school enrolls students.

Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**Table #3: Enrollment Data—Magnet School**

Magnet School: Ferndale IB		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	16	76.8	51	23.1	21	6	21	70.2	89	29.7	29	6	21	70.3	89	29.6	30	6	21	70.5	89	29.4	30		
7	8	2	8	13.2	19	7	18	86.7	29	13.3	21	7	23	78.6	64	21.4	29	7	23	78.8	64	21.1	30		
8	16	86.7	26	13.2	5	8	19	80.0	49	19.9	24	8	18	80.0	47	20.0	23	8	22	73.0	81	26.9	30		
9	9	3	7	7	18	9	19	8	7	2	6	9	18	80.0	47	20.0	23	9	22	73.0	81	26.9	30		
10	15	80.1	38	19.9	18	10	19	80.0	49	19.9	24	10	18	80.0	47	20.0	23	10	22	73.0	81	26.9	30		
11	1					11	7					11	8						11						
12						12						12							12						
Totals	48	81%	11	19%	60	Totals	59	78.1	16	21.8	76	Totals	63	76.0	20	23.9	83	Totals	67	74.1	23	25.8	90		
Totals	8		5		3	Totals	6		7	9	3	Totals	4		0	8	4	Totals	1		4	6	5		

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**Table #3: Enrollment Data—Magnet School**

<b>Magnet School: Hairston IB</b>																		
<b>Actual Enrollment as of October 1, 2006 (Current School Year)</b>			<b>Projected Enrollment as of October 1, 2007 (Year 1 of Project)</b>				<b>Projected Enrollment as of October 1, 2008 (Year 2 of Project)</b>				<b>Projected Enrollment as of October 1, 2009 (Year 3 of Project)</b>							
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	
<b>K</b>						<b>K</b>						<b>K</b>						
<b>1</b>						<b>1</b>						<b>1</b>						
<b>2</b>						<b>2</b>						<b>2</b>						
<b>3</b>						<b>3</b>						<b>3</b>						
<b>4</b>						<b>4</b>						<b>4</b>						
<b>5</b>						<b>5</b>						<b>5</b>						
<b>6</b>	200	100	0	0	200	<b>6</b>	248	84.35	46	15.65	294	<b>6</b>	248	84.35	46	15.65	294	
<b>7</b>	236	98.74	3	1.26	239	<b>7</b>	195	98.98	2	1.02	197	<b>7</b>	250	84.46	46	15.54	296	
<b>8</b>	212	100	0	0	212	<b>8</b>	233	100	0	0	233	<b>8</b>	209	100	0	0	209	
<b>9</b>						<b>9</b>						<b>9</b>						
<b>10</b>						<b>10</b>						<b>10</b>						
<b>11</b>						<b>11</b>						<b>11</b>						
<b>12</b>						<b>12</b>						<b>12</b>						
<b>Tot</b>	<b>648</b>	<b>99.54</b>	<b>3</b>	<b>0.46</b>	<b>651</b>	<b>Tot</b>	<b>676</b>	<b>93.37</b>	<b>48</b>	<b>6.63</b>	<b>724</b>	<b>Tot</b>	<b>707</b>	<b>88.49</b>	<b>92</b>	<b>11.51</b>	<b>799</b>	
												<b>Tot</b>	<b>750</b>	<b>84.46</b>	<b>138</b>	<b>15.54</b>	<b>888</b>	

Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.

Provide data for all students in each grade for which the school enrolls students.

Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**Table #3: Enrollment Data—Magnet School**

Magnet School: Welborn Science & Technology																		
Actual Enrollment as of October 1, 2006 (Current School Year)			Projected Enrollment as of October 1, 2007 (Projected Current Pop)					Projected Enrollment as of October 1, 2008 (Year 1 of Project)					Projected Enrollment as of October 1, 2009 (Year 2 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	
<b>K</b>						<b>K</b>						<b>K</b>						
<b>1</b>						<b>1</b>						<b>1</b>						
<b>2</b>						<b>2</b>						<b>2</b>						
<b>3</b>						<b>3</b>						<b>3</b>						
<b>4</b>						<b>4</b>						<b>4</b>						
<b>5</b>						<b>5</b>						<b>5</b>						
<b>6</b>	129	76.79	39	23.21	168	<b>6</b>	146	76.79	44	23.21	190	<b>6</b>	212	69.97	91	30.03	303	
<b>7</b>	148	76.41	46	23.59	194	<b>7</b>	128	76.41	40	23.59	168	<b>7</b>	155	76.41	48	23.59	203	
<b>8</b>	154	75.49	50	24.51	204	<b>8</b>	149	75.49	49	24.51	198	<b>8</b>	143	75.49	47	24.51	190	
<b>9</b>						<b>9</b>						<b>9</b>						
<b>10</b>						<b>10</b>						<b>10</b>						
<b>11</b>						<b>11</b>						<b>11</b>						
<b>12</b>						<b>12</b>						<b>12</b>						
<b>Tot</b>	431	76.15	135	23.85	566	<b>Tot</b>	423	76.08	133	23.92	556	<b>Tot</b>	510	73.28	186	26.72	696	
												<b>Tot</b>	600	71.77	236	28.23	836	

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**Table #3: Enrollment Data—Magnet School**

Magnet School: Aviation Academy at Andrews High School																							
Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Projected Current Pop)					Projected Enrollment as of October 1, 2008 (Year 1 of Project)					Projected Enrollment as of October 1, 2009 (Year 2 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
<b>K</b>						<b>K</b>						<b>K</b>						<b>K</b>					
<b>1</b>						<b>1</b>						<b>1</b>						<b>1</b>					
<b>2</b>						<b>2</b>						<b>2</b>						<b>2</b>					
<b>3</b>						<b>3</b>						<b>3</b>						<b>3</b>					
<b>4</b>						<b>4</b>						<b>4</b>						<b>4</b>					
<b>5</b>						<b>5</b>						<b>5</b>						<b>5</b>					
<b>6</b>						<b>6</b>						<b>6</b>						<b>6</b>					
<b>7</b>						<b>7</b>						<b>7</b>						<b>7</b>					
<b>8</b>						<b>8</b>						<b>8</b>						<b>8</b>					
<b>9</b>	248	86.21	40	13.79	288	<b>9</b>	216	86.21	35	13.79	251	<b>9</b>	279	78.37	77	21.63	356	<b>9</b>	280	78.21	78	21.79	358
<b>10</b>	182	82.88	38	17.12	220	<b>10</b>	198	82.88	41	17.12	239	<b>10</b>	268	75.28	88	24.72	356	<b>10</b>	268	75.28	88	24.72	356
<b>11</b>	193	81.09	45	18.91	238	<b>11</b>	159	81.09	37	18.91	196	<b>11</b>	198	81.14	46	18.85	244	<b>11</b>	260	73.03	96	26.97	356
<b>12</b>	160	74.65	55	25.35	215	<b>12</b>	157	74.65	53	25.35	210	<b>12</b>	151	74.75	51	25.24	202	<b>12</b>	182	74.59	62	25.41	244
<b>Tot</b>	783	81.48	178	18.52	961	<b>Tot</b>	730	81.48	166	18.52	896	<b>Tot</b>	896	77.37	262	22.63	1158	<b>Tot</b>	990	75.34	324	24.66	1314

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**Table 4: Enrollment Data—Feeder Schools**

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	
<b>Feeder</b>																								
Alamance ES	368	43.32	475	56.68	843		381	43.32	499	56.68	880		398	43.32	528	56.68	918		414	43.32	554	56.68	955	
Falkener IB (existing), Erwin																								
Monessori (existing)																								
Alderman ES	291	77.99	81	22.01	372		297	77.99	84	22.01	381		303	77.99	86	22.01	389		310	77.99	88	22.01	398	
Falkener IB (existing), Washington Sl.																								
Monessori																								
Allen Jay ES	318	65.96	160	34.04	478		318	65.96	164	34.04	482		321	65.96	166	34.04	487		324	65.96	167	34.04	491	
Northwood IB, Triangle Lake																								
Monessori (existing)																								
Archer ES	383	95.19	19	4.81	402		383	95.19	19	4.81	402		388	95.19	19	4.81	401		388	95.19	19	4.81	401	
Falkener IB (existing), Washington Sl.																								
Monessori																								
Bessemer ES	387	96.73	13	3.27	400		387	96.73	13	3.27	400		387	96.73	13	3.27	400		388	96.73	13	3.27	400	
Falkener IB (existing), Erwin																								
Monessori (existing)																								



Florence ES	Northwood IB, Washington Sl. Monessori	298	41.25	423	58.75	721	293	41.25	418	58.75	711	289	41.25	41	41	58.75	701	285	41.25	405	58.75	690
Foust ES	Falkner IB (existing), Washington Sl. Monessori	313	94.82	17	5.18	330	313	94.82	17	5.18	330	313	94.82	17	17	5.18	330	313	94.82	17	5.18	330
Frazier ES	Falkner IB (existing), Washington Sl. Monessori	329	96.76	11	3.24	340	336	96.76	11	3.24	347	34	96.76	11	11	3.24	354	349	96.76	12	3.24	361
Gibsonville ES	Falkner IB (existing), Erwin Monessori (existing)	115	27.91	297	72.09	412	116	27.91	299	72.09	415	116	27.91	299	27	30	417	117	27.91	303	72.09	420
Gillespie Park ES	Falkner IB (existing), Washington Sl. Monessori	254	97.73	6	2.27	260	260	97.73	6	2.27	266	26	97.73	6	97	6	272	272	97.73	27	2.27	278
Gen. Greene ES	Falkner IB (existing), Washington Sl. Monessori	182	39.74	276	60.26	458	182	39.74	276	60.26	458	182	39.74	276	39	27	459	183	39.74	277	60.26	460
Guilford ES	Falkner IB, Washington Sl. Monessori (existing)	270	75.07	89	36.92	359	444	75.07	148	36.92	592	45	75.07	148	15	15	608	468	75.07	156	36.92	624
Hampton ES	Falkner IB (existing), Erwin Monessori (existing)	328	99.39	2	0.61	330	332	99.39	2	0.61	334	33	99.39	2	99	2	338	340	99.39	2	0.61	342

Hunter ES	Falkner IB (existing), Washington Sl. Monessori	414	91.48	38	8.52	452	423	91.48	39	8.52	462	431	91.48	40	8.52	471	440	91.48	41	8.52	481
Irving Park ES	Falkner IB (existing), Erwin Monessori (existing)	376	54.59	312	45.41	688	377	54.59	313	45.41	690	378	54.59	315	45.41	693	379	54.59	316	45.41	695
Jamestown ES	Northwood IB, Triangle Lake Monessori (existing)	360	68.62	166	31.38	526	366	68.62	167	31.38	533	371	68.62	168	31.38	540	372	68.62	169	31.38	546
Jefferson ES	Falkner IB (existing), Washington Sl. Monessori	410	55.06	333	44.94	743	385	55.06	315	44.94	700	387	55.06	316	44.94	702	388	55.06	317	44.94	704
Jesse Wharton ES	Falkner IB (existing), Erwin Monessori (existing)	408	42.66	551	57.34	959	420	42.66	565	57.34	985	431	42.66	566	57.34	1011	443	42.66	567	57.34	1038
Johnson Sl. ES	Northwood IB, Triangle Lake Monessori (existing)	243	64.81	133	35.19	376	244	64.81	133	35.19	377	245	64.81	134	35.19	378	246	64.81	135	35.19	380
Jones ES	Falkner IB (existing), Washington Sl. Monessori	510	73	189	27	699	510	73	189	27	699	510	73	189	27	699	511	73	189	27	700
Joyner ES	Falkner IB (existing), Erwin Monessori (existing)	234	59.29	160	40.71	394	234	59.29	161	40.71	395	235	59.29	162	40.71	396	236	59.29	163	40.71	398

Kirkman Park ES	Northwood IB, Triangle Lake Monessori (existing)	170	90.1	19	9.9	189	181	90.1	20	9.9	201	19	90	21	9	213	20	90	22	9.	226
Laughlin Primary ES	Falkner IB (existing), Erwin Monessori (existing)	47	13.58	299	86.42	346	30	13.58	194	86.42	224	32	13	20	86	236	34	13	21	86	249
Lindley ES	Falkner IB (existing), Washington Sl. Monessori	193	59.63	132	40.37	325	197	59.63	133	40.37	330	20	59	13	40	335	20	59	13	40	340
Madison ES	Falkner IB (existing), Erwin Monessori (existing)	309	52.49	277	47.51	586	142	52.49	129	47.51	271	16	52	15	47	320	18	52	16	47	356
McLeansville ES	Falkner IB (existing), Erwin Monessori (existing)	168	47.08	190	52.92	358	178	47.08	200	59.92	378	18	47	21	59	399	19	47	22	59	419
Millis Rd. ES	Northwood IB, Washington Sl. Monessori	186	40.83	271	59.17	457	188	40.83	272	59.17	460	18	40	27	59	462	19	40	27	59	465
Monticello-Brown Summit ES	Falkner IB (existing), Erwin Monessori (existing)	199	26.7	538	73.3	737	151	26.7	416	73.3	567	15	26	43	73	595	16	26	45	73	621
Monticue ES	Northwood IB, Triangle Lake Monessori (existing)	385	92.23	32	7.77	417	356	92.23	32	7.77	418	35	92	32	7.	418	38	92	33	7.	419

Morhead ES	Falkner IB (existing), Washington Sl. Monessori	293	63.77	167	36.23	460	292	63.77	166	36.23	458	291	63.77	165	36.23	456	290	63.77	164	36.23	454
Murphey ES	Falkner IB (existing), Washington Sl. Monessori	357	92.27	30	7.73	387	360	92.27	30	7.73	390	362	92.27	30	7.73	392	364	92.27	31	7.73	395
Nathanael Greene ES	Falkner IB (existing), Erwin Monessori (existing)	41	10.24	368	89.76	409	42	10.24	371	89.76	413	43	10.24	374	89.76	417	43	10.24	379	89.76	422
Northern ES	Falkner IB (existing), Erwin Monessori (existing)	0	0	0	0	0	240	34.79	450	65.21	690	244	34.79	459	65.21	700	247	34.79	463	65.21	710
Northwood ES	Northwood IB, Triangle Lake Monessori (existing)	376	73.28	132	26.72	508	413	73.03	150	26.97	563	461	73.03	154	26.97	632	510	73.03	185	26.97	695
Oak Hill ES	Northwood IB, Triangle Lake Monessori (existing)	333	86.99	48	13.01	381	333	86.99	50	13.01	383	335	86.99	50	13.01	385	336	86.99	50	13.01	386
Oak Ridge ES	Northwood IB, Washington Sl. Monessori	109	13.77	651	86.23	760	108	13.77	674	86.23	782	111	13.77	677	86.23	804	114	13.77	682	86.23	826
Oak View ES	Northwood IB, Triangle Lake Monessori (existing)	424	68.02	197	31.98	621	414	68.02	195	31.98	609	406	68.02	192	31.98	597	398	68.02	187	31.98	585

Parkview ES	Northwood IB, Triangle Lake Monessori (existing)	431	94.32	26	5.68	457	432	94.32	26	5.68	458	43	94	26	5.	458	43	94	26	5.	459
												2	3	3	68		3	3	3	68	
Pearce ES	Falkner IB (existing), Washington Sl. Monessori	0	0	0	0	182	26.71	501	73.29	683	18	26	50	73	18	687	18	26	50	73	690
											3	7	4	2	4		4	7	6	2	
												1	1	9			1	1	9		
Peck ES	Falkner IB, Washington Sl. Monessori	341	94.57	20	5.43	361	94.57	20	5.43	362	34	94	20	5.	363	34	94	20	5.	363	
											3	5	43			3	5	43			
											3	7				3	7				
Peeler ES	Falkner IB (existing), Erwin Monessori	248	70.37	104	29.63	352	70.37	105	29.63	354	25	70	10	29	355	25	70	10	29	357	
											0	3	5	6		1	3	6	6		
											3	7	3			3	7	3			
Pilot ES	Northwood IB, Washington Sl. Monessori	422	46.74	482	53.26	904	46.74	479	53.26	899	41	46	47	53	894	41	46	47	53	890	
											8	7	6	2		6	7	4	2		
											4	4	6	6		4	4	6	6		
Pleasant Garden ES	Falkner IB (existing), Washington Sl. Monessori	134	24	437	76	141	24	448	76	589	14	24	46	76	607	15	24	47	76	624	
											6	1	1			0	4	4			
Rankin ES	Falkner IB (existing), Erwin Monessori	541	88.82	68	11.18	609	88.82	68	11.18	609	54	88	68	11	609	54	88	68	11	610	
											1	8	8	1		2	8	8	1		
											1	2	8	8		2	2	8	8		
Reedy Fork Area ES	Falkner IB (existing), Erwin Monessori	0	0	0	0	232	61.63	144	38.37	376	25	61	15	38	410	27	61	17	38	445	
											3	6	7	3		4	6	1	3		
											7	3	7	7		3	3	7	7		

Sedalia ES	Falkner IB (existing), Erwin Monessori (existing)	181	49.06	190	50.94	371	190	49.06	197	50.94	387	19	49	20	50	403	20	49	21	50	418
Sedgefield ES	Falkner IB (existing), Washington Sl. Monessori	364	89.38	43	10.62	407	365	89.38	43	10.62	408	36	89	36	10	408	36	89	43	10	409
Shadybrook ES	Northwood IB, Triangle Lake Monessori (existing)	321	51.2	306	48.8	627	324	51.2	308	48.8	632	32	51	32	48	636	32	51	31	48	641
Southern ES	Northwood IB, Triangle Lake Monessori (existing)	52	19.92	213	80.08	265	54	19.92	216	80.08	270	55	19	56	80	275	56	19	22	80	280
Southwest ES	Northwood IB, Washington Sl. Monessori	327	38.42	521	61.58	848	330	38.42	528	61.58	858	33	38	33	61	869	33	38	54	61	879
Sternberger ES	Falkner IB (existing), Washington Sl. Monessori	152	36.21	273	63.79	425	152	36.21	267	63.79	419	15	36	14	63	413	14	36	26	63	407
Stokesdale ES	Falkner IB (existing), Washington Sl. Monessori	59	12.23	445	87.77	504	65	12.23	465	87.77	530	68	12	71	87	556	71	12	51	87	583
Summerfield ES	Falkner IB (existing), Erwin Monessori (existing)	110	13.96	647	86.04	757	70	13.96	434	86.04	504	77	13	84	86	554	84	13	51	86	600

Summer ES	Falkner IB (existing), Washington Sl. Montessori	489	85.74	82	14.26	571	497	85.74	83	14.26	580	505	8574	842	512	85	85	14	597
Triangle Lake Montessori ES	Northwood IB, Triangle Lake Montessori (existing)	246	59.42	168	40.58	414	246	59.42	168	40.58	414	246	59.42	168	414	24	59	40	414
Union Hill ES	Northwood IB, Triangle Lake Montessori (existing)	375	91.89	33	8.11	408	380	91.89	34	8.11	414	387	9189	348	392	91	35	8.	427
Vandalia ES	Falkner IB (existing), Washington Sl. Montessori	215	98.13	4	1.87	219	215	98.13	4	1.87	219	215	98.13	4	219	21	98	4	220
Washington Sl. ES	Falkner IB (existing), Washington Sl. Montessori	149	100	0	0	149	169	100	0	0	169	134	8933	196	158	81	37	18	195
Wiley ES	Falkner IB (existing), Washington Sl. Montessori	225	98.68	3	1.32	228	235	98.68	3	1.32	238	246	9868	3	249	25	98	3	259
Allen MS	Hairston IB	763	96.45	28	3.55	791	765	96.45	28	3.55	793	767	9645	28	795	76	96	28	796
Lycocok MS	Hairston IB	589	85.19	101	14.81	690	597	85.19	104	14.81	701	607	8519	104	712	61	85	10	724
Eastern MS	Hairston IB	525	59.73	356	40.27	881	565	59.73	381	40.27	946	604	5973	381	1011	64	59	43	1076
Ferndale MS	Ferndale IB	491	80.76	116	19.24	607	596	78.11	167	21.89	763	633	7811	167	834	66	73	23	905



Southwest MS	Ferndale IB	640	58.68	452	41.32	1092	670	58.68	472	41.32	1142	699	58.68	493	41.32	1192	728	58.68	513	41.32	1241
Welborn MS	Ferndale IB	431	75.97	136	24.03	567	454	75.97	143	24.03	597	476	75.97	151	24.03	627	499	75.97	158	24.03	657

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X").
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.



## Table 5: Selection of Students

### Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

**Magnet School(s):** Washington Elementary School, Northwood Elementary School, Ferndale Middle School, Hairston Middle School, Welborn Middle School and Andrews High School

Check the appropriate box:

- Academic examination is a criterion in the magnet school student selection process.  
 XXXX Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

The Assignment of Students to the magnet programs proposed in this application will continue to follow the assignment policy of the current magnet programs within GCS. An application period of approximately four weeks will be set each year in the spring. Applications may be submitted either in person or by mail to the Student Assignment Office. All applications, including those sent by mail, must be received by 5:00 p.m. on the last day of the application period in order to be considered in the initial random selection process. Applications received after that date will be placed in the waiting pool.

The policy provides for admission based on a lottery that assigns students based on a race neutral random selection process. Only one (1) application may be submitted for each student. The parent/legal guardian may designate a first, second or third choice. Once an application is submitted, no changes may be made on the application. Processing of an application will begin with first choice. If a child can be accepted for the first choice, the placement will automatically be made and no call will be made to the parent. A letter of acceptance (approval) will be sent to the parent.

After all applications have been processed based on the first choice, if there is

still space available in any of the programs, then second and third choices will be considered. Every effort will be made to contact the parent by phone if there is no space at the first choice and the second or third choice can be offered. When called, the parent will be given the opportunity to accept the second or third choice or go into the waiting pool for the first choice school. If the parent cannot be reached, the child will be placed in the waiting pool for the first choice school. If no choice can be offered, the child's name will be placed in a waiting pool for the first choice. No numbered waiting lists will be maintained.

GCS's policy does include a sibling preference which is given only if an application is received during the application period. For an applicant to receive the sibling preference, a sibling of the applicant must be currently enrolled in the magnet program of their choice that will be returning for the school year for which application is being made. In addition, there must be space available to accept magnet students for that particular grade level. Applications of multiple birth siblings (i.e. twins, triplets, etc.) will be considered as one application. For example, if one twin is accepted, both will be accepted. Other sibling applications submitted for the first time would be considered as individual applications.

GCS also has considerations for situations programs which serve students in either the western or eastern zones of the district. In this grant, GCS is proposing to the develop International Baccalaureate Programmes at the elementary school and middle school level. In addition, GCS is proposing to develop a Montessori program for the central zone and a Science and Technology middle school for the western zone of the district. The residence of the parents/guardians will determine the school for which the student is eligible to apply. Application eligibility can be determined by the Student Assignment or Magnet Offices.

Students who are not selected through the random selection process or who apply late will be placed in a waiting pool. If and when a space opens in the program, a student's name will be randomly selected from the waiting pool for that school and grade level. Once selected, the parents will be contacted by phone to see if they wish to accept the magnet placement. This process will be repeated until the space is filled. No new placements will be made after winter break.

The only magnet programs with Pre-K are the Montessori Schools. Some magnet schools do house Pre-K programs but these programs are not part of the magnet school. Pre-K students who live in the zone for Montessori programs and

want to be in the Pre-K program at that school must complete and submit a magnet application during the application period.

Every effort will be made to notify parents in writing within 30 days of the close of the application period as to the status of their child's application. Once a student is accepted into a magnet program through the spring random selection process, parents will have 30 calendar days from the date on the acceptance letter to enroll the student in the magnet program at the school. If the student is not enrolled during this 30-day period, the magnet seat will be forfeited and the seat will be filled from the waiting pool applicants. Once the student is registered at the magnet program where accepted, parents are obligated to keep the student in that program for one full school year.

Once a student is accepted into a magnet program, the student may remain in the magnet program through the highest grade level offered. An intent form will be provided to the parent/legal guardian of each magnet student in late winter in order to determine if the student will be returning the following year. For students currently in a magnet program, a magnet application will not be processed if a letter of intent has been submitted indicating that the child is continuing in his/her present magnet assignment.

A student's continuation in a magnet school program is contingent on the student maintaining good attendance. Magnet school principals, following extensive efforts to resolve attendance or tardiness problems, are given the authority to return students to their attendance zone schools. Rescission notification for this magnet assignment would be sent in writing by the Student Assignment Office.

**Magnet School(s):**

Check the appropriate box:

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

**Instructions:**

**For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):**

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

**Magnet School:**

**Nature of Revision or Change to the Magnet School:**

N/A

**Explanation of How or Why the Revision is Significant:**



Rigorous Evaluation Design Plan  
Guilford County Schools  
2007-2010 MSAP Grant Application

1. Introduction

Evaluations of the impact of magnet schools on student achievement have been limited for a variety of reasons. This is largely due to the methodological challenges presented by parental and student choice as a factor of magnet school impact. As a result, development of effective research designs and subsequent estimation of program effects that account for the unique nature of choice have more recently focused on the use of lotteries to simulate experimental design or value-added quasi-experimental methodologies to isolate the impact of these programs (Ballou, Goldring, Liu, 2006; Hoxby & Rockoff, 2004; Betts & Loveless, 2005). This evaluation plan will pursue the same approaches to implement a rigorous assessment of the proposed magnet school program of the Guilford County Schools.

Specifically, the Education Alliance will evaluate the impact of the magnet school assistance program (MSAP) on student academic achievement in the Guilford County Schools. To accomplish this, evaluators will identify, obtain, analyze, and interpret state specific student achievement data in light of magnet program implementation at each proposed location. Based on district characteristics, magnet program variables, and data resources, Alliance evaluators will explore the feasibility of using the Guilford County School's lottery system to implement an experimental evaluation design using lotteried-in students as treatment participants and lotteried-out students as control group members. Absent the ability to field an experimental design using the district lottery system, the Alliance will implement a rigorous quasi-experimental evaluation design incorporating carefully matched treatment and comparison groups, as well as employ value added analysis methods to measure the impact of magnet schools on student achievement.

2. Research Approach and Questions

The Guilford County Schools will establish the following six magnet schools (with corresponding themes) through the MSAP:

- Northwood Elementary (International Baccalaureate),
- Washington Elementary (Montessori)
- Ferndale Middle (International Baccalaureate),
- Otis L. Hairston Middle (International Baccalaureate),
- Laurin Welborn Middle School (Science & Technology) and
- T. Wingate Andrews High School (Aviation Academy).

Schools in the district are neighborhood zoned schools, and the proposed magnet schools will allocate open seats to students who apply from across the district. The Guilford County Schools will use lotteries to assign applicants to any open seats. Students will be recruited to enhance diversity with regard to race, ethnicity, socioeconomic level, geography, and gender. No academic examinations are required for admission to any of the schools within the Guilford County Schools.

Based on discussions with the current school choice administrators, combined with the neighborhood zoning policy, it appears that student magnet applications in the Guilford County Schools are not expected to afford the sample size, nor the level of randomization required to establish viable treatment (lotteried-in) and control groups (lotteried-out) for this evaluation. As a result, a quasi-experimental design will be used to address the following evaluation questions:

- Do students attending magnet schools make greater achievement gains than similar students attending conventional schools?
- If any differences are found, what is the magnitude of the difference in achievement gains between magnet and non-magnet students?
- Do magnet schools produce greater achievement benefits for NCLB defined subpopulations of students?

### 3. Quasi-experimental Evaluation Design

#### *Interrupted Time Series Analysis*

The goal of this evaluation is to understand whether the introduction of magnet school programs will affect the academic outcomes of students in MSAP schools as compared to what their achievement would have been in the absence of MSAP. As a result, an interrupted time series (ITS) analysis will be used to assess the impact (i.e., value added) of magnet schools using grade cohorts' academic outcomes before and after implementation of MSAP, and in comparison to identified control schools in the within the Guilford County Schools.

Interrupted time series (ITS) is an alternative method of evaluation that can provide reliable estimates of magnet school effects. Bloom (2003) and others have used interrupted time series to estimate the effects of whole school reforms on student academic performance. The ITS will assess the extent to which measures of academic achievement of students in magnet schools differ from the historical trend prior to the implementation of the whole school magnet program (baseline). This baseline model will provide a benchmark to assess whether the participating magnet schools experience a deviation (intervention impact) from the historical academic achievement trend that coincides with the implementation of the program. The projection of students' achievement based on the historical achievement trend prior to the introduction of the magnet program in participating schools and the corresponding baseline trend and

projected achievement evidenced in comparison schools act as the counterfactual – or, the performance levels that would have occurred in the absence of the magnet school program.

Magnet school students may improve their academic achievement for reasons other than or in addition to magnet schools' program effect. Therefore, comparison schools from the same district and with similar characteristics to the participating magnet schools will be introduced into the analysis to account for other factors (e.g. other contemporaneous school or district policies) that may influence student achievement. Moreover, the ITS will introduce individual student characteristics, such as race/ethnicity, socio-economic status, and prior test scores, aggregated at the cohort level into the analysis in order to account for systematic changes in the characteristics of cohorts of students over time that may confound the magnet school effect.

The goal of the interrupted time series analysis is to make valid causal inferences that conversion magnet schools produced the observed change, if any, in students' academic achievement. However, in order to increase the validity of the inferences some analytic assumptions must hold. First, the projection of student achievement, based on the baseline model, must be a valid projection of future student achievement in the absence of the magnet school program. Second, comparison schools with characteristics similar to the conversion magnet schools should provide good measures as to how student achievement would change due to factors other than magnet school effect during the magnet school implementation period. Third, the background characteristics of students must be statistically controlled to account for the differential influence of student characteristics on academic performance. To address these assumptions, the Alliance will conduct interviews with district data managers and employ data verification and documentation activities to inform any necessary adjustments to be made during the planning and analysis phases of this evaluation.

#### *Identifying comparison schools*

The best predictor of a school's future performance is its past performance. Therefore, as indicated earlier, the past performance of grade cohorts within magnet schools acts as the first counterfactual. In addition, grade cohorts of comparison schools that are similar in past performance to the proposed MSAP schools will be selected and compared to the academic performance of magnet school students in the post-implementation of MSAP. This will be the second counterfactual. Moreover, it is also important to note that schools with comparable past performance, but which serve different populations, might respond differently to whole school reforms, such as the proposed magnet programs. Consequently, in addition to similar past performance, schools that serve similar populations of students will be selected as comparisons, using key demographic characteristics such as race/ethnicity, percentage of free/reduced lunch, English language learner status, and special education. With careful matching, it is reasonable to expect

that in the absence of MSAP, the treatment and comparison schools might demonstrate similar amounts of progress in student academic achievement.

The unique context of the Guilford County Schools is particularly amenable to a quasi-experimental design that employs the use of comparison schools. The district has a large number of non-magnet or choice schools that are similar across a range of demographic variables to the proposed MSAP schools.

#### *Power and Sample Size*

There are two elementary schools, three middle schools and one high school in the proposed 2007-2010 Guilford County Schools' Magnet School Assistance Program. The average sample sizes by grade cohorts for elementary schools are: 139 students in third grade, 148 in fourth, and 143 students in fifth grade. The estimated analytical sample sizes for middle and high schools are: 723 students in sixth grade, 752 in seventh, 748 in eighth grade, and 299 students in 10<sup>th</sup> grade. Based on the fact that the number of conversion magnet schools in the Guilford County Schools is fixed (6) and assuming that the projected number of students is correct, the Alliance will estimate the power of the statistical analysis to detect an MDES (minimum detectable effect size) of .20 standard deviations for each selected grade level. The potential total sample size, including magnet and comparison schools' students, is twice the numbers indicated above.

#### 4. Outcome Measures and Data Sources

##### *Outcome measures*

The North Carolina End-of-Grade (EOG) and End-of-Course (EOC) tests for Reading Comprehension and Mathematics will be the primary data collection instruments for elementary, middle, and high schools. The North Carolina End-of-Grade (EOG) tests include assessments in reading comprehension and mathematics in grades 3 through 8 and the North Carolina High School Comprehensive Reading Comprehension and Mathematics Tests for grade 10. The EOG tests in reading and mathematics are used to measure growth and student performance against standards for school accountability. A student score from the prior grade is used to determine his or her entering level of knowledge and skills and to determine the level of growth in one school year. The North Carolina Testing Program provides information on a given student's test performance in percentiles, scale scores (horizontally and vertically aligned) and achievement levels. The Alliance will use scale scores to measure students' academic performance.

The North Carolina Reading Comprehension testing program has a range of reliability coefficients from 0.82 to 0.94 and standard error of measurement of 2-3 points for students with scores within two standard deviations from the mean, and 4-6 points for students with scores that fall outside of two standard deviations from the mean. Reliability coefficients for North Carolina's Mathematics tests range from 0.82 to .96,

with standard errors of measurement ranging from 2-5 for third grade, from 2-6 for grades 4 through eight, and from 3-8 for grade 10.

For the North Carolina EOG and EOC tests, evidence of validity is provided through content relevance, response processes and relationship of scores with other external variables. In the development phases of test construction, items that showed no bias due to gender or ethnicity/race were identified and subsequently included in the tests.

#### *Data Sources*

North Carolina EOG and EOC Reading Comprehension and Mathematics assessment data will be obtained from the Test Development Section of the North Carolina Department of Public Instruction in collaboration with the school district's data director and staff. Additional student level data required for disaggregation will be obtained from the Guilford County Schools and will include demographic data such as ethnicity, gender, free/reduced lunch status, English language proficiency, and socio-economic status. Where data linking students and their primary teachers are available, these data will be requested by Alliance staff as well. Education Alliance evaluators will work in conjunction with district data director to specify the data needed.

As available, teacher level data will be obtained and include teacher tenure, level of certification, and related teacher quality/experience variables as available. School-level data would include principal tenure, previous school-level performance on state achievement tests, school-level racial/ethnic makeup and free/reduced lunch or Title I status, and teacher quality indicators (given the lack/accessibility of individual level teacher data).

Alliance evaluators will routinely correspond and, as necessary and appropriate, meet face-to-face with the director of magnet programs for Guilford County Schools. The goal of these meetings will be to clarify the types of statistical analyses being conducted as well as the benefits and limitations of each approach. Evaluators will also continue to learn about the districts' context for each magnet program, which will inform evaluator interpretation of statistical output. Regular communication with the district's data director will also be important to understanding the structures, intricacies, and limitations of the district's data systems. Collaboration with the district data director assures timely and efficient access to student-level assessment data as well as a variety of other descriptive data on students, teachers, and schools included in the evaluation sites.

School level variables will be collected from NCES Common Core of Data (CCD), North Carolina Department of Public Instruction and Guilford County Public Schools web sites, and direct communication with MSAP grantees. CCD contains most data required for three years of pre-conversion school level comparisons such as school type, enrollment size and composition, student/teacher ratio, and grade span.

Once received by the Education Alliance, all data will be extensively reviewed in consultation with district personnel and verified for accuracy. After initial processing,

Alliance data analysts will merge data files and prepare them for use in various data analysis programs (e.g., SPSS). This extensive process will be conducted concurrently with a secure data management process, including documentation of all data received and careful organization of district files on a secure server housed at the Alliance.

## 5. Statistical Analysis

The analysis employed to answer the evaluation questions cited earlier will rely on individual student records obtained from Guilford County Schools, including North Carolina EOG and EOC achievement data from three years prior to implementation of MSAP and three years after implementation. To address the first evaluation question, a MSAP indicator (W) will be included in the analysis model described later in this plan. Estimation of the magnet school effect size will respond to the second evaluation question. Finally, inclusion of student background characteristics and their interaction with the MSAP effect will be examined to respond to the third evaluation question. Specific steps in approaching the analysis include:

- Use of ITS to estimate the deviation from the baseline trend in the treatment schools (MSAP schools);
- Use of ITS to estimate the deviation from the baseline trend for comparison schools selected from within Guilford County Schools; and
- Estimation of the difference between the deviations from the baseline trends for MSAP schools versus the comparison schools.

The interrupted time series analysis can be transformed into a multi-level model. If transformed to a three level model, this would involve students, students nested within cohorts, and then cohorts nested within schools. However, Bloom (2003) stated that a random effects model implies that the sample of schools such as the ones included from Guilford County Schools is sufficient to generalize to a larger population of schools. Nevertheless, participating schools in the proposed program self-selected to convert to magnet schools. Therefore, a “fixed effects” model at the school level is more appropriate. Since the school-level error term of the three-level model is fixed, the system of equations can be reduced to a two-level model (students nested within “school-by-year” cohorts) for this evaluation. This two-level model is described below, which is followed by the same model with covariates controlling for differences in student characteristics aggregated at the cohort level.

**Level-1** model (students within school-by-year cohorts)

$$Y_{ijk} = \beta_{0jk} + e_{ijk}$$

$\beta_{0jk}$  = average achievement in cohort  $j$  at school  $k$ ;

$e_{ijk}$  = the difference between average achievement at cohort  $j$  in school  $k$ , and the achievement of student  $i$  in cohort  $j$  at school  $k$

## Level-2 model (school-by-year-cohorts)

The level 2 analysis is carried out at the “cohort” level, with each cohort referring to a school by year combination (average achievement as a function of time and membership in the program or comparison groups).

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \tau_{0jk}$$

$k$  = the total number of schools in the sample;

$X_{1jk}$  = current academic year minus the year prior to the first year of the program (this number is equal to zero (“0”) during the last baseline year (2006-2007), it is negative prior to the baseline period, and increases by one (1) in every follow-up year);

$X_{2jk}$  = A dichotomous variable (1 if cohort  $j$  at school  $k$  occurs in the 1<sup>st</sup> year of MSAP; “0” otherwise);

$X_{3jk}$  = 1 if cohort  $j$  at school  $k$  occurs in the 2<sup>nd</sup> year of MSAP; “0” otherwise;

$X_{4jk}$  = 1 if cohort  $j$  at school  $k$  occurs in the 3<sup>rd</sup> year of MSAP; “0” otherwise.

$W_k$  = 1 if school  $k$  is an MSAP school; “0” otherwise.

$\gamma_{00k}$  = the intercept for school  $k$  (average achievement in school  $k$  in the year prior to the magnet school program);

$\gamma_{01k}$  = time trend for school  $k$  (the relationship between a unit change in time and average achievement at school  $k$ ;

$\gamma_{02}$  = the average 1<sup>st</sup> year deviation from trend in comparison schools;

$\gamma_{03}$  = the average 2<sup>nd</sup> year deviation from trend in comparison schools;

$\gamma_{04}$  = the average 3<sup>rd</sup> year deviation from trend in comparison schools;

$\gamma_{05}$  = the average difference between 1<sup>st</sup> year deviation from trend in the comparison schools and the 1<sup>st</sup> year deviation from trend in the magnet schools;

$\gamma_{06}$  = the average difference between 2<sup>nd</sup> year deviation from trend in the comparison schools and the 2<sup>nd</sup> year deviation from trend in the magnet schools;

$\gamma_{07}$  = the average difference between 3<sup>rd</sup> year deviation from trend in the comparison schools and the 3<sup>rd</sup> year deviation from trend in the magnet schools;

$\tau_{0jk}$  = residual variance.

*Controlling for Shifts in Student Composition (covariates) Among Cohorts*

**Level-1: Students within Cohorts**

$$Y_{ijk} = \beta_{0jk} + \beta_{1jk} X^*_{ijk} + e_{ijk}$$

$X^*_{ijk}$  = background characteristics (i.e. prior achievement) of student  $i$ , in cohort  $j$ , at school  $k$  (grand-mean centered). Additionally and in a separate model, student characteristics will be included in the level-1 model - uncentered - to measure any differential effects of magnet schools on student subgroups and estimate the relative impact of magnet school attendance on these subgroups;

$\beta_{0jk}$  = average achievement in cohort  $j$  at school  $k$ , for students with average characteristics;

$\beta_{1jk}$  = the relationship between prior achievement and student achievement in cohort  $j$  at school  $k$ ;

**Level-2: Schools-by-Year Cohorts**

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \tau_{0jk}$$

$$\beta_{1jk} = \sum_{k=1}^k \gamma_{10k} D_k$$

**Mixed Model:**

$$Y_{ijk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \sum_{k=1}^k \gamma_{10k} D_k X^*_{ijk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \tau_{0jk} + e_{ijk}$$

$X^*_{ijk}$  = student background characteristics (i.e. prior achievement, race/ethnicity, ELL status, Sped, gender) of student  $i$ , in cohort  $j$ , at school  $k$  (grand-mean centered).

### *Effect Size*

In addition to providing the results on the statistical significance of magnet school effects the Alliance will also provide an index of the practical importance or *effect size* of the study results. The Alliance will utilize the most appropriate estimate of effect size to answer the study's research questions.

### 6. Treatment and Treatment Fidelity

MSAP schools will evolve throughout the three-year MSAP cycle because their programs are implemented in stages. Measuring program or treatment fidelity helps identify variability within program structure and content across the MSAP years. The Alliance also understands that examining pre-conversion data, local educational policies, and other initiatives, will help explain the counterfactual—how schools would have evolved if they had not been converted to magnet—which will provide insight into the factors responsible for the evolution of magnet conversion schools, contextualize and interpret the impact of magnet schools on student achievement. The Alliance is also cognizant that many MSAP schools do not have formal structures in place to monitor treatment fidelity; therefore, this will be addressed in the regular evaluation plan as described in the district MSAP application.

Program fidelity (the degree to which the program is implemented as intended) will be determined in the areas of dosage (number of minutes per week/year and proportion of instructional time the magnet theme is presented to students), quality of lessons presented to students, and adherence (degree to which project goals, objectives and activities described in this proposal are implemented). See the appropriate corresponding sections on evaluation in the Consortium's MSAP application for details on implementation analyses.

### 7. Progress Reports and Communications

The Education Alliance will develop annual progress reports based on guidance from the U.S. Department of Education that will help inform and document implementation of the most rigorous methodology and analysis possible given the district's composition and the data available. Information included in these reports will include at a minimum any changes in the evaluation design, treatment and treatment fidelity measures, progress on data collection, copies of data collection/assessment instruments, progress on database development, updates on data analysis plan, progress in statistical analyses, and preliminary statistical results as available. A final report inclusive of findings and statistical results will be submitted in year three.

The Alliance will maintain ongoing communication with magnet program directors to clarify magnet program implementation and comparison school configurations. Evaluators will also communicate regularly with data directors and meet with them as

necessary to learn the structures, intricacies, and limitations of their district's data systems. Such communication is critical to maintaining the close working relationship necessary to support and assure successful implementation of the rigorous evaluations. Evaluators will rely on the district data directors to secure student-level assessment data as well as a variety of other descriptive data on students, teachers, and schools included in the evaluation sites.

#### 8. Organizational Capacity

The Education Alliance, a department at Brown University, serving the education community since 1975, provides applied research, evaluation, development, technical assistance, and consulting services to public and private educational organizations nationwide. Initially formed through a federally funded program designed to assist second language educators in New England, the work of the Alliance has evolved to focus on state, district and school improvement, with special attention to underperforming districts and schools and issues of equity and diversity. The mission of the Education Alliance is to promote educational change that provides all students with equitable opportunities to succeed and to advocate for populations whose access to excellent education has been limited or denied.

The Education Alliance fulfills this mission by jointly engaging with practitioners and policy makers in planning, implementing, and evaluating the policies, programs, strategies, and practices that lead to sustainable improvements in teaching and learning. Currently, the Education Alliance is engaged in over 40 separate grants and contracts, ranging from short-term, targeted professional services to schools and districts to multi-year rigorous evaluation of instructional programs and high quality technical assistance services to states on issues of equity, comprehensive school reform, and No Child Left Behind implementation.

The Education Alliance's Research and Evaluation Division currently fields up to twenty projects annually. These projects range from federally funded randomized trials investigating adolescent literacy interventions and another assessing the effects of early childcare education to multi-year program evaluations of comprehensive school reform, smaller learning communities, bilingual education, and math and science partnerships. With respect to experience with the Magnet School Assistance Program, the Alliance has collaborated with American Education Solutions to provide comprehensive evaluation services annually for the past three cycles of funding for the Magnet School Assistance Program (MSAP). Working with geographically diverse school districts across multiple states, Alliance evaluators have interacted with MSAP directors and data managers to coordinate data collection activities and assess program implementation and impact over each three-year grant cycle. Throughout each cycle of MSAP awards, Education Alliance staff maintained the use of comparison sites to afford longitudinal assessment of the differential impact of magnet school programs on reducing the achievement gap between minority and non-minority students.

The Education Alliance continues to increase the methodological sophistication of its MSAP evaluations by the use of propensity scoring to develop statistically similar matched samples across schools. In addition, the use of documented inventories of non-magnet school offerings was introduced to assure the absence of former magnet or similar program features among the comparison pool members. Other examples of the Education Alliance's experience with MSAP evaluations include:

- *Site recruitment, data gathering, and analysis of student records.* For each of the last three MSAP funding cycles, approximately 3,000 teacher surveys and 10,000 student surveys were administered each year. These efforts included the identification and recruitment of comparison sites for survey administration and collection of student test data.
- *Use of quasi-experimental methods, including cross-sectional and growth modeling.* The Education Alliance used quasi-experimental designs throughout each cycle of MSAP evaluation. Working either with matched comparison schools or matched comparison student cohorts, evaluators incorporated increasingly sophisticated methods to define and construct statistically equivalent comparison cohorts. Data were disaggregated and analyzed separately by demographic variables such as student's race and socio-economic status, as required by the MSAP grant. Longitudinal analyses were conducted on successive measurement of students' academic performance to estimate change over time. Results were presented in tables that presented both district-wide performance and magnet-comparison school pairs, yearly and over time. Statistical analyses included both pre-post tests of significance, repeated measures analysis of covariance and growth modeling.
- *Experience in conducting experimental evaluations where programs are over-subscribed.* Education Alliance staff is currently engaged in six rigorous evaluations where the uses of lotteries or application pools were proposed to approximate experimental designs. The lottery provides evaluators with an equivalent treatment group (student applicants who are randomly selected for magnet school "seats") and a control group (student applicants who are not selected); therefore, any post-treatment outcome difference between treatment and control groups can be assigned to treatment effect. Several issues prevented the use of student lotteries for conducting experimental evaluations, including low applicant pools, the use of inconsistently applied weighting protocols, preferential selection policies, and inconsistent test data over time. Such factors were carefully considered within the unique context of each district, and quasi-experimental designs proved to be the most rigorous methodology to employ for these evaluations.

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**SELECTED CHARTS  
FROM THE NORTH CAROLINA  
SCHOOL REPORT CARDS  
2005/2006 School Year Data**

# Washington Elementary School

## Percentage of Students' Scores At or Above Grade Level by Group and Subject

### Percentage of Students At or Above Level III in Reading (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	53.5	48.2	60.0	N/A	56.8	12.5	N/A	N/A	N/A	55.0	47.6	<5	N/A	28.6
District	84.1	81.0	87.3	93.2	76.1	72.3	82.4	88.2	88.7	75.2	91.6	59.5	N/A	60.1
State	84.9	82.0	88.0	91.4	75.3	73.9	76.7	90.7	87.8	76.2	92.6	61.0	58.1	56.2

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### Percentage of Students At or Above Level III in Math (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	34.7	32.1	37.8	N/A	31.8	25.0	N/A	N/A	N/A	35.0	33.3	<5	N/A	14.3
District	61.6	60.7	62.4	79.2	44.1	52.8	55.1	74.5	63.1	45.4	75.2	40.4	N/A	38.2
State	63.4	62.7	64.0	75.2	42.6	53.6	49.1	82.1	64.6	48.2	76.7	41.6	44.1	36.5

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### AYP Results by Student Group and Subject

#### Reading, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	105	0	88	9	0	4	4	83	11	23
Number of Valid Scores	104	0	88	8	0	4	4	83	10	22
Percent Tested	99	N/A	100	N/A	N/A	N/A	N/A	100	N/A	N/A
Target Goal for Percent Proficient 2005-2006	77	77	77	77	77	77	77	77	77	77
Percent Who Met Target Goal	57	N/A	61	N/A	N/A	N/A	N/A	59	N/A	N/A

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### Math, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	105	0	88	9	0	4	4	83	11	23
Number of Valid Scores	104	0	88	8	0	4	4	83	10	22
Percent Tested	99	N/A	100	N/A	N/A	N/A	N/A	100	N/A	N/A
Target Goal for Percent Proficient 2005-2006	66	66	66	66	66	66	66	66	66	66
Percent Who Met Target Goal	39	N/A	36	N/A	N/A	N/A	N/A	40	N/A	N/A

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

## Northwood Elementary School

### Percentage of Students' Scores At or Above Grade Level by Group and Subject

#### Percentage of Students At or Above Level III in Reading (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	75.7	75.0	76.4	86.0	69.5	61.7	N/A	80.0	88.2	71.9	82.3	52.4	N/A	47.1
District	84.1	81.0	87.3	93.2	76.1	72.3	82.4	88.2	88.7	75.2	91.6	59.5	N/A	60.1
State	84.9	82.0	88.0	91.4	75.3	73.9	76.7	90.7	87.8	76.2	92.6	61.0	58.1	56.2

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

#### Percentage of Students At or Above Level III in Math (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	58.4	62.5	53.7	80.6	42.1	44.7	N/A	66.7	58.8	48.5	76.0	31.0	N/A	44.1
District	61.6	60.7	62.4	79.2	44.1	52.8	55.1	74.5	63.1	45.4	75.2	40.4	N/A	38.2
State	63.4	62.7	64.0	75.2	42.6	53.6	49.1	82.1	64.6	48.2	76.7	41.6	44.1	36.5

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### AYP Results by Student Group and Subject

#### Reading, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	275	93	98	51	0	16	17	176	47	37
Number of Valid Scores	272	93	95	51	0	16	17	173	47	34
Percent Tested	99	100	97	100	N/A	N/A	N/A	98	100	N/A
Target Goal for Percent Proficient 2005-2006	77	77	77	77	77	77	77	77	77	77
Percent Who Met Target Goal	80	87	78	N/A	N/A	N/A	N/A	77	N/A	N/A

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

**Math, Grades 3-8**

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	275	93	98	51	0	16	17	176	47	37
Number of Valid Scores	272	93	95	51	0	16	17	173	47	34
Percent Tested	99	100	97	100	N/A	N/A	N/A	98	100	N/A
Target Goal for Percent Proficient 2005-2006	66	66	66	66	66	66	66	66	66	66
Percent Who Met Target Goal	66	82	54	N/A	N/A	N/A	N/A	56	N/A	N/A

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

## Ferndale Middle School

### Percentage of Students' Scores At or Above Grade Level by Group and Subject Percentage of Students At or Above Level III in Reading (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	65.9	59.5	71.6	79.6	62.2	59.0	N/A	79.1	50.0	63.7	72.4	39.0	N/A	38.2
District	84.1	81.0	87.9	93.2	76.1	72.3	82.4	88.2	88.7	75.2	91.6	59.5	N/A	60.1
State	84.9	82.0	88.0	91.4	75.3	73.9	76.7	90.7	87.8	76.2	92.6	61.0	58.1	56.2

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### Percentage of Students At or Above Level III in Math (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	33.6	34.0	33.3	49.1	23.9	39.0	N/A	51.2	18.8	31.0	41.1	32.5	N/A	18.9
District	61.6	60.7	62.4	79.2	44.1	52.8	55.1	74.5	63.1	45.4	75.2	40.4	N/A	38.2
State	63.4	62.7	64.0	75.2	42.6	53.6	49.1	82.1	64.6	48.2	76.7	41.6	44.1	36.5

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### AYP Results by Student Group and Subject

#### Reading, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	575	109	291	114	0	45	16	420	88	118
Number of Valid Scores	566	108	283	114	0	45	16	418	88	110
Percent Tested	98	99	97	100	N/A	100	N/A	100	100	93
Target Goal for Percent Proficient 2005-2006	77	77	77	77	77	77	77	77	77	77
Percent Who Met Target Goal	67	79	64	61	N/A	83	N/A	65	45	40

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### Math, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	575	109	291	114	0	45	16	420	88	118
Number of Valid Scores	567	108	284	114	0	45	16	418	88	111
Percent Tested	99	99	98	100	N/A	100	N/A	100	100	94
Target Goal for Percent Proficient 2005-2006	66	66	66	66	66	66	66	66	66	66
Percent Who Met Target Goal	35	50	24	40	N/A	60	N/A	32	38	20

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

## Hairston Middle School

### Percentage of Students' Scores At or Above Grade Level by Group and Subject Percentage of Students At or Above Level III in Reading (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	79.5	72.1	87.3	77.8	80.0	70.6	N/A	N/A	87.5	79.0	81.6	58.8	N/A	61.8
District	84.1	81.0	87.3	93.2	76.1	72.3	82.4	88.2	88.7	75.2	91.6	59.5	N/A	60.1
State	84.9	82.0	88.0	91.4	75.3	73.9	76.7	90.7	87.8	76.2	92.6	61.0	58.1	56.2

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### Percentage of Students At or Above Level III in Math (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	46.1	44.9	47.4	66.7	44.9	52.9	N/A	N/A	50.0	44.5	52.3	35.3	N/A	41.1
District	61.6	60.7	62.4	79.2	44.1	52.8	55.1	74.5	69.1	45.4	75.2	40.4	N/A	38.2
State	63.4	62.7	64.0	75.2	42.6	53.6	49.1	82.1	64.6	48.2	76.7	41.6	44.1	36.5

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### AYP Results by Student Group and Subject

#### Reading, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	634	9	551	53	1	4	16	505	36	115
Number of Valid Scores	627	9	544	53	1	4	16	502	36	110
Percent Tested	99	N/A	99	100	N/A	N/A	N/A	99	N/A	96
Target Goal for Percent Proficient 2005-2006	77	77	77	77	77	77	77	77	77	77
Percent Who Met Target Goal	82	N/A	81	83	N/A	N/A	N/A	81	N/A	61

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### Math, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	634	9	551	53	1	4	16	505	36	115
Number of Valid Scores	630	9	548	52	1	4	16	502	35	112
Percent Tested	99	N/A	99	98	N/A	N/A	N/A	99	N/A	97
Target Goal for Percent Proficient 2005-2006	66	66	66	66	66	66	66	66	66	66
Percent Who Met Target Goal	50	N/A	48	63	N/A	N/A	N/A	48	N/A	41

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

## Welborn Middle School

### Percentage of Students' Scores At or Above Grade Level by Group and Subject

#### Percentage of Students At or Above Level III in Reading (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	76.9	75.0	79.0	95.0	70.1	75.8	N/A	92.9	92.0	69.7	90.5	62.5	N/A	49.5
District	84.1	81.0	87.3	93.2	76.1	72.3	82.4	88.2	88.7	75.2	91.6	59.5	N/A	60.1
State	84.9	82.0	88.0	91.4	75.3	73.9	76.7	90.7	87.8	76.2	92.6	61.0	58.1	56.2

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

#### Percentage of Students At or Above Level III in Math (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	47.1	44.8	49.7	78.1	36.3	48.5	N/A	78.6	56.0	37.7	64.7	37.5	N/A	23.5
District	61.6	60.7	62.4	79.2	44.1	52.8	55.1	74.5	63.1	45.4	75.2	40.4	N/A	38.2
State	63.4	62.7	64.0	75.2	42.6	53.6	49.1	82.1	64.6	48.2	76.7	41.6	44.1	36.5

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### AYP Results by Student Group and Subject

#### Reading, Grades 3-8

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	705	128	486	37	1	28	25	460	28	103
Number of Valid Scores	700	128	481	37	1	28	25	458	28	99
Percent Tested	99	100	99	N/A	N/A	N/A	N/A	100	N/A	96
Target Goal for Percent Proficient 2005-2006	77	77	77	77	77	77	77	77	77	77
Percent Who Met Target Goal	79	97	72	N/A	N/A	N/A	N/A	72	N/A	53

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### Math, Grades 3-8

All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi Racial	E.D.	L.E.P.	Students with Disabilities
705	128	486	37	1	28	25	460	28	103
694	128	479	33	1	28	25	453	24	98
98	100	99	N/A	N/A	N/A	N/A	98	N/A	95
66	66	66	66	66	66	66	66	66	66
50	80	39	N/A	N/A	N/A	N/A	39	N/A	24

Number of Students

Number of Valid Scores

Percent Tested

Target Goal for Percent Proficient 2005-2006

Percent Who Met Target Goal

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

# Andrews High School

## Percentage of Students' Scores At or Above Grade Level by Group

### Percentage of Students At or Above Level III in all EOC Tests (Grade Level)

	All	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	40.9	40.3	41.7	63.9	32.5	55.2	N/A	57.5	52.9	33.5	50.5	37.8	N/A	12.8
District, 2005-06	67.5	66.8	68.3	81.5	50.8	59.4	58.2	71.7	69.4	52.3	75.2	45.5	N/A	43.9
State, 2005-06	71.8	72.6	71.1	81.2	52.9	60.1	62.7	80.2	75.4	57.9	78.1	42.5	45.1	45.6

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

### AYP Four-Year Cohort Graduation Rate by Student Group

Due to data collection constraints in 2002-03 when public school officials began keeping careful accounting for the Four-Year Cohort Graduation Rate, the subgroups of Economically Disadvantaged and Limited English Proficiency will not be reported for this version of the Report Cards. These numbers will be reported in future years.

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi-Racial	E.D.	L.E.P.	Students with Disabilities
Our School: 2005-06	78.8	89.2	75.5	66.7	N/A	66.7	81.8	N/A	N/A	50.0
District, 2005-06	73.9	82.3	67.3	52.3	42.3	63.4	72.4	N/A	N/A	60.2
State, 2005-06	68.7	74.0	60.8	52.3	51.2	75.5	66.3	N/A	N/A	50.4

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

## Performance of Students in Each Course on the ABCs End-of-Course Tests Percentage of students' scores at or above grade level\*

**MORE INFORMATION**

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	Civics & Economics	US History
Our School	60.3	55.1	47.7	24.8	31.6	37.2	31.5	27.3	24.1	32.9
# of Tests Taken	257	274	354	101	250	164	124	22	203	231
District	78.7	74.4	74.1	62.9	56.3	70.8	63.7	86.0	56.8	57.2
State	82.8	82.6	80.3	68.8	63.4	77.1	69.1	85.1	60.1	56.8

\* If the number of students in a category is 5 or fewer, then results are not shown and are represented by a N/A.

\* Civics & Economics and US History End-of-Course data reflect new tests based on the revised Standard Course of Study.

### Reading / Language Arts, Grade 10

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	284	56	188	13	0	20	7	153	8	43
Number of Valid Scores	262	49	175	13	0	18	7	141	7	42
Percent Tested	92	88	93	N/A	N/A	N/A	N/A	92	N/A	98
Target Goal for Percent Proficient 2005-2006	35	35	35	35	35	35	35	35	35	35
Percent Who Met Target Goal	47	71	38	N/A	N/A	N/A	N/A	38	N/A	55

• E.D. = Economically Disadvantaged Students

• L.E.P. = Limited English Proficient Students

### Math, Grade 10

	All	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Multi Racial	E.D.	L.E.P.	Students with Disabilities
Number of Students	284	56	188	13	0	20	7	153	8	43
Number of Valid Scores	269	53	176	13	0	20	7	140	8	38
Percent Tested	95	95	94	N/A	N/A	N/A	N/A	92	N/A	88
Target Goal for Percent Proficient 2005-2006	71	71	71	71	71	71	71	71	71	71
Percent Who Met Target Goal	59	71	54	N/A	N/A	N/A	N/A	50	N/A	N/A

- E.D. = Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 206-Mandatory\_MSAP\_Grant\_Budget-Final.xls

2005-06 restricted indirect cost rate = 0.0335

BUDGET CATEGORY	Admin YEAR 1	Admin YEAR 2	Admin YEAR 3	Andrews HS YEAR 1	Andrews HS YEAR 2	Andrews HS YEAR 3	Ferndale MS YEAR 1
Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$78,320.52	\$82,149.05	\$88,720.34
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$18,907.40	\$19,832.11	\$20,450.68
Travel	\$0.00	\$0.00	\$0.00	\$1,455.00	\$1,502.00	\$1,550.51	\$52,027.92
Furniture/equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$68,201.17	\$70,404.07	\$0.00
Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$466,751.76	\$212,776.25	\$83,667.92
Contractual	\$205,191.00	\$211,527.00	\$211,714.00	\$20,018.36	\$85,906.31	\$223,378.40	\$25,890.70
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$67,099.50
Other	\$0.00	\$0.00	\$0.00	\$2,580.75	\$12,987.11	\$13,406.59	\$26,403.75
Total Direct Costs	\$205,191.00	\$211,527.00	\$211,714.00	\$24,054.11	\$732,576.27	\$623,496.98	\$364,260.81
Indirect Costs	\$6,873.90	\$7,086.15	\$7,092.42	\$805.81	\$22,256.57	\$18,528.61	\$12,202.74
Training Stipends	\$0.00	\$0.00	\$0.00	\$7,410.56	\$7,410.56	\$7,410.56	\$12,736.90
Total Costs	\$212,064.90	\$218,613.15	\$218,806.42	\$32,270.48	\$762,243.40	\$649,436.15	\$389,200.45
			\$649,484.47			\$1,443,950.03	
			\$0.00			\$0.00	
	\$205,191.00	\$211,527.00	\$211,714.00	\$31,464.67	\$739,986.83	\$630,907.54	\$376,997.71
			\$628,432.00			\$1,402,359.04	

Ferndale MS YEAR 2	Ferndale MS YEAR 3	Hairston MS YEAR 1	Hairston MS YEAR 2	Hairston MS YEAR 3	Northwood YEAR 1	Northwood YEAR 2	Northwood YEAR 3
\$455,990.20	\$478,614.70	\$183,136.34	\$192,118.16	\$201,549.07	\$83,463.77	\$87,636.96	\$92,018.80
\$89,431.70	\$93,652.42	\$47,121.05	\$48,779.75	\$50,521.38	\$19,620.67	\$20,378.46	\$21,174.15
\$81,068.81	\$94,550.46	\$52,027.92	\$81,068.81	\$94,550.46	\$47,950.34	\$76,859.52	\$90,205.21
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$55,749.48	\$57,550.19	\$83,667.92	\$55,749.48	\$57,550.19	\$82,119.47	\$54,151.02	\$55,816.73
\$33,824.03	\$37,713.86	\$25,890.70	\$33,824.03	\$37,713.86	\$15,550.00	\$23,149.33	\$26,563.08
\$0.00	\$0.00	\$67,099.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$16,933.59	\$17,480.55	\$26,403.75	\$16,933.59	\$17,480.55	\$19,693.80	\$9,893.86	\$10,100.38
\$732,997.82	\$779,562.18	\$485,347.18	\$428,473.83	\$459,365.51	\$268,398.04	\$272,069.14	\$295,878.36
\$24,555.43	\$26,115.33	\$16,259.13	\$14,353.87	\$15,388.74	\$8,991.33	\$9,114.32	\$9,911.92
\$12,736.90	\$12,736.90	12736.9	13373.745	14042.43225	\$11,579.00	\$11,579.00	\$11,579.00
\$770,290.14	\$818,414.41	\$514,343.21	\$456,201.45	\$488,796.69	\$288,968.37	\$292,762.46	\$317,369.28
	\$1,977,905.01			\$1,459,341.34			\$899,100.11
	\$0.00			\$0.00			\$0.00
\$745,734.72	\$792,299.08	\$498,084.08	\$441,847.57	\$473,407.95	\$279,977.04	\$283,648.14	\$307,457.36
	\$1,915,031.51			\$1,413,339.60			\$871,082.54

Washington YEAR 1	Washington YEAR 2	Washington YEAR 3	Welborn YEAR 1	Welborn YEAR 2	Welborn YEAR 3	Totals		
						YEAR 1	YEAR 2	YEAR 3
\$0.00	\$217,594.03	\$228,473.73	\$0.00	\$87,936.46	\$92,245.78	\$355,320.46	\$1,119,596.33	\$1,175,051.14
\$0.00	\$45,350.72	\$34,393.67	\$0.00	\$20,326.91	\$21,106.20	\$87,192.40	\$243,174.94	\$240,679.92
\$0.00	\$0.00	\$0.00	\$0.00	\$3,492.00	\$3,492.00	\$153,461.18	\$243,991.15	\$284,348.65
\$0.00	\$25,575.44	\$12,387.60	\$0.00	\$0.00	\$0.00	\$0.00	\$93,776.61	\$82,791.67
\$0.00	\$93,776.61	\$45,421.20	\$0.00	\$737,657.22	\$606,515.65	\$249,455.30	\$1,463,835.56	\$1,035,630.21
\$126,224.48	\$51,364.01	\$53,023.06	\$28,790.47	\$39,091.86	\$23,743.28	\$447,555.71	\$478,686.57	\$613,849.54
\$41,292.00	\$36,797.37	\$22,001.27	\$0.00	\$0.00	\$0.00	\$175,491.00	\$36,797.37	\$22,001.27
\$1,032.30	\$6,393.86	\$6,600.38	\$2,580.75	\$12,987.11	\$13,406.59	\$78,695.10	\$76,129.12	\$78,475.04
\$168,548.78	\$476,852.03	\$402,300.92	\$31,371.22	\$901,491.55	\$760,509.50	\$1,547,171.14	\$3,755,987.64	\$3,532,827.45
\$5,646.38	\$15,117.77	\$13,062.10	\$1,050.94	\$30,199.97	\$25,477.07	\$51,830.23	\$122,684.07	\$115,576.20
\$64,842.40	\$32,421.20	\$32,421.20	\$20,379.04	\$20,379.04	\$9,263.20	\$129,684.80	\$97,900.45	\$87,453.29
\$239,037.57	\$524,391.00	\$447,784.21	\$52,801.20	\$952,070.56	\$795,249.77	\$1,728,686.17	\$3,976,572.15	\$3,735,856.94
		\$1,211,212.78			\$1,800,121.52			\$9,441,115.27
		\$0.00			\$0.00			
\$233,391.18	\$509,273.23	\$434,722.12	\$51,750.26	\$921,870.59	\$769,772.70			\$12,000,000.00
		\$1,177,386.53			\$1,743,393.55			\$9,441,115.27
								\$2,558,884.73

Grand Total
YEARS 1-3
\$2,649,967.93
\$571,047.26
\$681,800.97
\$176,568.28
\$2,748,921.07
\$1,540,091.83
\$234,289.64
\$233,299.26
\$8,835,986.23
\$290,090.50
\$315,038.54
\$9,441,115.27
\$9,441,115.27
\$0.00
\$12,000,000.00
\$9,441,115.27
\$2,558,884.73

**Administrative**

No.	Description	2007-08 Year 1		2008-09 Year 2		2009-10 Year 3	
		Unit	Total Year One	Unit	Total Year Two	Unit	Total Year Three
<b>Personnel:</b>							
	Total Personnel		\$0.00		\$0.00		\$0.00
<b>Fringe Benefits:</b>							
	Total Fringe Benefits		\$0.00		\$0.00		\$0.00
<b>Travel:</b>							
	Total Travel		\$0.00		\$0.00		\$0.00
<b>Furniture/Equipment:</b>							
	Total Furniture/Equipment		\$0.00		\$0.00		\$0.00
<b>Supplies/Materials:</b>							
	Total Supplies/Materials		\$0.00		\$0.00		\$0.00
<b>Contractual:</b>							
6	Evaluation - American Education Solutions (AES)		\$90,000.00		\$90,000.00		\$90,000.00
1	Invitational Priority Evaluation - Brown University		\$115,191.00		\$121,527.00		\$121,714.00
1	Invitational Priority Evaluation - Brown University						
1	Invitational Priority Evaluation - Brown University						
	<b>Total Contractual</b>		<b>\$205,191.00</b>		<b>\$211,527.00</b>		<b>\$211,714.00</b>
<b>Construction:</b>							
	Total Construction		\$0.00		\$0.00		\$0.00
<b>Other:</b>							
	Total Other		\$0.00		\$0.00		\$0.00
<b>Training Stipends:</b>							
	Total Training Stipends		\$0.00		\$0.00		\$0.00
	<b>Admin Total</b>		<b>\$205,191.00</b>		<b>\$211,527.00</b>		<b>\$211,714.00</b>
							<b>\$628,432.00</b>

**Andrews High School - Aviation Academy**

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Unit</u>	<u>Total Year One</u>	<u>Unit</u>	<u>Total Year Two</u>	<u>Unit</u>	<u>Total Year Three</u>
	<b>Personnel:</b>						
1	Aviation Academy Site Coordinator			\$69,192.90	\$69,192.90	\$72,652.55	\$72,652.55
1	Teachers for Enrichment and Instruction (+2 hours per week)			\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00
1	Extended Employment Agreements for curriculum development and training purposes			\$7,377.62	\$7,377.62	\$7,746.50	\$7,746.50
	<b>Total Personnel</b>		<b>\$0.00</b>		<b>\$78,320.52</b>		<b>\$82,149.05</b>
	<b>Fringe Benefits:</b>						
1	Aviation Academy Site Coordinator			\$13,138.15	\$13,138.15	\$13,788.21	\$13,788.21
1	Teachers for Enrichment/Instruction (FICA @7.65% + RET @8.14%)			\$276.33	\$276.33	\$276.33	\$276.33
1	Extended Employment Agreements (FICA @7.65% + RET @8.14%)			\$1,164.93	\$1,164.93	\$1,223.17	\$1,223.17
1	Health Insurance Aviation Academy Site Coordinator			\$4,328.00	\$4,328.00	\$4,544.40	\$4,544.40
	<b>Total Fringe Benefits</b>		<b>\$0.00</b>		<b>\$18,907.40</b>		<b>\$19,832.11</b>
	<b>Travel:</b>						
8	PBL and Cooperative Learning training (travel)		\$1,164.00	\$1,201.60	\$1,201.60	\$1,240.41	\$1,240.41
2	Administrative training (travel)		\$291.00	\$300.40	\$300.40	\$310.10	\$310.10
	<b>Total Travel</b>		<b>\$1,455.00</b>		<b>\$1,502.00</b>		<b>\$1,550.51</b>
	<b>Furniture/Equipment:</b>						
2	TRC472 Flight Simulation Deck			34,100.59	\$68,201.17		
2	TRC472 Flight Simulation Deck					35,202.03	\$70,404.07
	<b>Total Furniture/Equipment</b>		<b>\$0.00</b>		<b>\$68,201.17</b>		<b>\$70,404.07</b>
	<b>Supplies/Materials:</b>						
1	Curriculum materials			\$26,641.08	\$26,641.08	\$2,664.11	\$2,664.11
200	1GB USB Flash Drive			\$42.63	\$8,525.15		
100	1GB USB Flash Drive			\$42.63	\$4,262.57	\$44.00	\$4,400.25
16	LCD projector			\$1,598.46	\$25,575.44		
8	LCD projector			\$1,598.46	\$12,787.72	\$1,650.10	\$13,200.76
200	Graphing Calculator			\$159.85	\$31,969.30		
100	Graphing Calculator			\$159.85	\$15,984.65	\$165.01	\$16,500.95

**Andrews High School - Aviation Academy**

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Unit</u>	<u>Total Year One</u>	<u>Unit</u>	<u>Total Year Two</u>	<u>Unit</u>	<u>Total Year Three</u>
200	Laptop computers			\$1,705.03	\$341,005.85	\$1,760.10	\$176,010.17
100	Laptop computers		\$0.00		\$466,751.76		\$212,776.25
	<b>Total Supplies/Materials</b>		\$0.00		\$466,751.76		\$212,776.25
	<b>Contractual:</b>						
8	CERTL Problem-Based Learning Training	\$1,032.30	\$8,258.40	\$1,065.64	\$8,525.15	\$1,100.06	\$8,800.51
1	Parent involvement training	\$9,290.70	\$9,290.70	\$9,590.79	\$9,590.79	\$9,900.57	\$9,900.57
8	Kagan Secondary Education Training	\$308.66	\$2,469.26	\$318.63	\$2,549.02	\$328.92	\$2,631.35
100	Aviation Academy Dual Enrollment Tuition for GTCC (grade 10)			\$652.41	\$65,241.36	\$673.49	\$67,348.66
100	Aviation Academy Dual Enrollment Tuition for GTCC (grade 11)		\$20,018.36		\$85,906.31	\$1,346.97	\$134,697.31
	<b>Total Contractual</b>		\$20,018.36		\$85,906.31		\$223,378.40
	<b>Construction:</b>						
	<b>Total Construction</b>		\$0.00				
	<b>Other:</b>						
1	Magnet Fair marketing expenses	\$2,580.75	\$2,580.75	\$2,664.11	\$2,664.11	\$2,750.16	\$2,750.16
1	Fieldtrips regarding themes in the classroom			\$10,323.00	\$10,323.00	\$10,656.43	\$10,656.43
	<b>Total Other</b>		\$2,580.75		\$12,987.11		\$13,406.59
	<b>Training Stipends:</b>						
1	Teacher stipends for training occurring outside school hours	\$7,410.56	\$7,410.56	\$7,410.56	\$7,410.56	\$7,410.56	\$7,410.56
	<b>Total Training Stipends</b>		\$7,410.56		\$7,410.56		\$7,410.56
	<b>School Total</b>		\$31,464.67		\$739,986.83		\$630,907.54
							\$1,402,359.04

**NOTES:**

**Ferndale Middle School - International Baccalaureate (IB) Middle Years Programme (MYP)**

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Unit</u>	<u>Total Year One</u>	<u>Unit</u>	<u>Total Year Two</u>	<u>Unit</u>	<u>Total Year Three</u>
<b>Personnel:</b>							
1	IB Site Coordinator	\$65,898.00	\$65,898.00	\$69,192.90	\$69,192.90	\$72,652.55	\$72,652.55
2	Teachers for Enrichment and Instruction (+2 hours per week)	\$1,750.00	\$3,500.00	\$1,750.00	\$3,500.00	\$1,750.00	\$3,500.00
	Extended Employment Agreements for curriculum development and training purposes						
1		\$19,322.34	\$19,322.34	\$20,288.46	\$20,288.46	\$21,302.88	\$21,302.88
1	20 additional instructional and enrichment days for students			\$363,008.83	\$363,008.83	\$381,159.28	\$381,159.28
	<b>Total Personnel</b>		<b>\$88,720.34</b>		<b>\$455,990.20</b>		<b>\$478,614.70</b>
<b>Fringe Benefits:</b>							
1	IB Site Coordinator	\$12,519.03	\$12,519.03	\$13,138.15	\$13,138.15	\$13,788.21	\$13,788.21
2	Teachers for Enrichment/Instruction (FICA @7.65% + RET @8.14%)	\$276.33	\$552.65	\$276.33	\$552.65	\$276.33	\$552.65
1	Extended Employment Agreements (FICA @7.65% + RET @8.14%)	\$3,051.00	\$3,051.00	\$3,203.55	\$3,203.55	\$3,363.73	\$3,363.73
1	20 additional instructional and enrichment days for students (*18.79%)			\$68,209.36	\$68,209.36	\$71,619.83	\$71,619.83
1	Health insurance IB Site Coordinator	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00
	<b>Total Fringe Benefits</b>		<b>\$20,450.68</b>		<b>\$89,431.70</b>		<b>\$93,652.42</b>
<b>Travel:</b>							
22	Subsistence costs for Level I training (meals/lodging/transportation)	\$2,038.79	\$44,853.44	\$2,104.65	\$31,569.68	\$2,172.63	\$10,863.13
15	Subsistence costs for Level II training (meals/lodging/transportation)						
5	Subsistence costs for Level III training (meals/lodging/transportation)						
22	Subsistence costs for Level III training (meals/lodging/transportation)			\$2,104.65	\$46,302.20	\$2,172.63	\$32,589.38
15	Subsistence costs for Level III training (meals/lodging/transportation)						
22	Subsistence costs for Level III training (meals/lodging/transportation)						
2	Subsistence costs for Administrative training (meals/lodging/transportation)	\$2,038.79	\$4,077.59	\$1,598.46	\$3,196.93	\$1,650.10	\$3,300.19
2	Subsistence costs for required IB conference attendance	\$1,548.45	\$3,096.90		\$81,068.81		\$94,550.46
	<b>Total Travel</b>						
<b>Furniture/Equipment:</b>							
	<b>Total Furniture/Equipment</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Supplies/Materials:</b>							
1	Media collection to include software, books and other materials	\$25,807.50	\$25,807.50	\$2,580.75	\$2,580.75	\$2,664.11	\$2,664.11
1	Curriculum materials to include unit of inquiry supplies	\$11,355.30	\$11,355.30	\$5,161.50	\$5,161.50	\$5,328.22	\$5,328.22
1	Supplies for after-school enrichment and instruction	\$1,548.45	\$1,548.45	\$1,598.46	\$1,598.46	\$1,650.10	\$1,650.10
90	Rosetta Stone Materials (Chinese Level I and Level II)	\$98.07	\$8,826.17	\$101.24	\$9,111.25	\$104.51	\$9,405.54
1	iPODs and materials for language acquisition	\$11,355.30	\$11,355.30	\$11,722.08	\$11,722.08	\$12,100.70	\$12,100.70
15	Laptop computers for mobile lab	\$1,651.68	\$24,775.20	\$1,705.03	\$25,575.44	\$1,760.10	\$26,401.53

**Ferndale Middle School - International Baccalaureate (IB) Middle Years Programme (MYP)**

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Unit</u>	<u>Total Year One</u>	<u>Unit</u>	<u>Total Year Two</u>	<u>Unit</u>	<u>Total Year Three</u>
	<b>Total Supplies/Materials</b>		<b>\$83,667.92</b>		<b>\$55,749.48</b>		<b>\$57,550.19</b>
	<b>Contractual:</b>						
22	Level I Training (registration fee)					\$559.46	\$2,797.31
15	Level I Training (registration fee)	\$525.00	\$11,550.00	\$541.96	\$8,129.36	\$559.46	\$8,391.94
5	Level I Training (registration fee)					\$559.46	\$12,308.18
22	Level II Training (registration fee)			\$541.96	\$11,923.07	\$559.46	\$1,118.93
15	Level II Training (registration fee)					\$9,900.57	\$9,900.57
22	Level III Training (registration fee)					\$2,131.29	\$2,131.29
2	Administrative Training (registration fee)	\$525.00	\$1,050.00	\$541.96	\$1,083.92	\$559.46	\$1,065.64
1	Parent involvement training	\$9,290.70	\$9,290.70	\$9,590.79	\$9,590.79	\$9,900.57	\$9,900.57
1	In-House Training (registration fee)	\$2,000.00	\$2,000.00	\$2,064.60	\$2,064.60	\$2,131.29	\$2,131.29
2	Required IB conference attendance	\$500.00	\$1,000.00	\$516.15	\$1,032.30	\$532.82	\$1,065.64
2	Required IB site visitation	\$500.00	\$1,000.00				
	<b>Total Contractual</b>		<b>\$25,890.70</b>		<b>\$33,824.03</b>		<b>\$37,713.86</b>
	<b>Construction:</b>						
1	Display cases, signage, school marquis	\$67,099.50	\$67,099.50				
	<b>Total Construction</b>		<b>\$67,099.50</b>		<b>\$0.00</b>		<b>\$0.00</b>
	<b>Other:</b>						
1	IBO application fees	\$10,000.00	\$10,000.00				
1	IBO membership fees	\$3,500.00	\$3,500.00	\$3,613.05	\$3,613.05	\$3,729.75	\$3,729.75
1	Magnet Fair marketing expenses	\$2,580.75	\$2,580.75	\$2,664.11	\$2,664.11	\$2,750.16	\$2,750.16
1	Fieldtrips regarding themes in the classroom	\$10,323.00	\$10,323.00	\$10,656.43	\$10,656.43	\$11,000.64	\$11,000.64
	<b>Total Other</b>		<b>\$26,403.75</b>		<b>\$16,933.59</b>		<b>\$17,460.55</b>
	<b>Training Stipends:</b>						
1	Teacher stipends for training occurring outside school hours	\$12,736.90	\$12,736.90	\$12,736.90	\$12,736.90	\$12,736.90	\$12,736.90
	<b>Total Training Stipends</b>		<b>\$12,736.90</b>		<b>\$12,736.90</b>		<b>\$12,736.90</b>
	<b>School Total</b>		<b>\$376,997.71</b>		<b>\$745,734.72</b>		<b>\$792,299.08</b>
							\$1,915,031.51

**Hairston Middle School - International Baccalaureate (IB) Middle Years Programme (MYP)**

No.	Description	2007-08 Year 1		2008-09 Year 2		2009-10 Year 3	
		Unit	Total Year One	Unit	Total Year Two	Unit	Total Year Three
<b>Personnel:</b>							
1	IB Site Coordinator	\$65,898.00	\$65,898.00	\$69,192.90	\$69,192.90	\$72,652.55	\$72,652.55
2	Foreign Language Teacher	\$47,208.00	\$94,416.00	\$49,568.40	\$99,136.80	\$52,046.82	\$104,093.64
2	Teachers for Enrichment and Instruction (+2 hours per week)	\$1,750.00	\$3,500.00	\$1,750.00	\$3,500.00	\$1,750.00	\$3,500.00
	Extended Employment Agreements for curriculum development and training purposes	\$19,322.34	\$19,322.34	\$20,288.46	\$20,288.46	\$21,302.88	\$21,302.88
1	<b>Total Personnel</b>		<b>\$183,136.34</b>		<b>\$192,118.16</b>		<b>\$201,549.07</b>
<b>Fringe Benefits:</b>							
1	IB Site Coordinator	\$12,519.03	\$12,519.03	\$13,138.15	\$13,138.15	\$13,788.21	\$13,788.21
2	Foreign Language Teacher	\$9,007.18	\$18,014.37	\$9,450.70	\$18,901.40	\$9,916.40	\$19,832.79
2	Teachers for Enrichment/Instruction (FICA @7.65% + RET @8.14%)	\$276.33	\$552.65	\$276.33	\$552.65	\$276.33	\$552.65
1	Extended Employment Agreements (FICA @7.65% + RET @8.14%)	\$3,051.00	\$3,051.00	\$3,203.55	\$3,203.55	\$3,363.73	\$3,363.73
1	Health Insurance IB Site Coordinator	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00
2	Health Insurance Foreign Language Teacher	\$4,328.00	\$8,656.00	\$4,328.00	\$8,656.00	\$4,328.00	\$8,656.00
	<b>Total Fringe Benefits</b>		<b>\$47,121.05</b>		<b>\$48,779.75</b>		<b>\$50,521.38</b>
<b>Travel:</b>							
22	Subsistence costs for Level I training (meals/lodging/transportation)	\$2,038.79	\$44,853.44	\$2,104.65	\$31,569.68	\$2,172.63	\$10,863.13
15	Subsistence costs for Level II training (meals/lodging/transportation)						
5	Subsistence costs for Level I training (meals/lodging/transportation)			\$2,104.65	\$46,302.20	\$2,172.63	\$32,589.38
22	Subsistence costs for Level II training (meals/lodging/transportation)						
15	Subsistence costs for Level III training (meals/lodging/transportation)						
22	Subsistence costs for Level III training (meals/lodging/transportation)	\$2,038.79	\$4,077.59	\$1,598.46	\$3,196.93	\$1,650.10	\$3,300.19
2	Subsistence costs for Administrative training (meals/lodging/transportation)	\$1,548.45	\$3,096.90				
2	Subsistence costs for required IB conference attendance		\$52,027.92		\$81,068.81		\$94,550.46
	<b>Total Travel</b>						
<b>Furniture/Equipment:</b>							
	<b>Total Furniture/Equipment</b>		\$0.00		\$0.00		\$0.00

**Hairston Middle School - International Baccalaureate (IB) Middle Years Programme (MYP)**

No.	Description	2007-08		2008-09		2009-10	
		Year 1	Total Year One	Year 2	Total Year Two	Year 3	Total Year Three
	<b>Supplies/Materials:</b>						
1	Media collection to include software, books and other materials	\$25,807.50	\$25,807.50	\$2,580.75	\$2,580.75	\$2,664.11	\$2,664.11
1	Curriculum materials to include unit of inquiry supplies	\$11,355.30	\$11,355.30	\$5,161.50	\$5,161.50	\$5,328.22	\$5,328.22
1	Supplies for tutoring/after-school enrichment	\$1,548.45	\$1,548.45	\$1,598.46	\$1,598.46	\$1,650.10	\$1,650.10
90	Rosetta Stone Materials (Spanish Level I and Level II)	\$98.07	\$8,826.17	\$101.24	\$9,111.25	\$104.51	\$9,405.54
1	IPODs and materials for language acquisition	\$11,355.30	\$11,355.30	\$11,722.08	\$11,722.08	\$12,100.70	\$12,100.70
15	Laptop computers for mobile lab	\$1,651.68	\$24,775.20	\$1,705.03	\$25,575.44	\$1,760.10	\$26,401.53
	<b>Total Supplies/Materials</b>		<b>\$83,667.92</b>		<b>\$55,749.48</b>		<b>\$57,550.19</b>
	<b>Contractual:</b>						
22	Level I Training (registration fee)	\$525.00	\$11,550.00				
15	Level I Training (registration fee)			\$541.96	\$8,129.36		\$2,797.31
5	Level I Training (registration fee)			\$541.96	\$11,923.07		\$8,391.94
22	Level II Training (registration fee)					\$559.46	\$12,308.18
15	Level II Training (registration fee)					\$559.46	\$1,118.93
22	Level III Training (registration fee)					\$559.46	\$9,900.57
2	Administrative Training (registration fee)	\$525.00	\$1,050.00	\$541.96	\$1,083.92	\$559.46	\$2,131.29
1	Parent involvement training	\$9,290.70	\$9,290.70	\$9,590.79	\$9,590.79	\$9,900.57	\$2,131.29
1	In-House Training (registration fee)	\$2,000.00	\$2,000.00	\$2,064.60	\$2,064.60	\$2,131.29	\$1,065.64
2	Required IB conference attendance	\$500.00	\$1,000.00	\$516.15	\$1,032.30	\$532.82	\$37,713.86
2	Required IB site visitation	\$500.00	\$1,000.00				
	<b>Total Contractual</b>		<b>\$25,890.70</b>		<b>\$33,824.03</b>		
	<b>Construction:</b>						
1	Display cases, signage, school marquis	\$67,099.50	\$67,099.50				
	<b>Total Construction</b>						
	<b>Other:</b>						
1	IBO application fees	\$10,000.00	\$10,000.00				
1	IBO membership fees	\$3,500.00	\$3,500.00	\$3,613.05	\$3,613.05	\$3,729.75	\$3,729.75
1	Magnet Fair marketing expenses	\$2,580.75	\$2,580.75	\$2,664.11	\$2,664.11	\$2,750.16	\$2,750.16
1	Fieldtrips regarding themes in the classroom	\$10,323.00	\$10,323.00	\$10,656.43	\$10,656.43	\$11,000.64	\$11,000.64
	<b>Total Other</b>		<b>\$26,403.75</b>		<b>\$16,933.59</b>		<b>\$17,480.55</b>
	<b>Training Stipends:</b>						
1	Teacher stipends for training occurring outside school hours	\$12,736.90	\$12,736.90	\$13,373.75	\$13,373.75	\$14,042.43	\$14,042.43
	<b>Total Training Stipends</b>		<b>\$12,736.90</b>		<b>\$13,373.75</b>		<b>\$14,042.43</b>

**Hairston Middle School - International Baccalaureate (IB) Middle Years Programme (MYP)**

<u>No.</u>	<u>Description</u>	<u>2007-08</u> Year 1	<u>2008-09</u> Year 2	<u>2009-10</u> Year 3
		<u>Total Year One</u>	<u>Total Year Two</u>	<u>Total Year Three</u>
	School Total	\$498,084.08	\$441,847.57	\$473,407.95
				\$1,413,339.60

**NOTES:**

**Northwood Elementary School - International Baccalaureate (IB) PYP (Primary Years Programme)**

No.	Description	2007-08		2008-09		2009-10	
		Unit	Total Year One	Unit	Total Year Two	Unit	Total Year Three
<b>Personnel:</b>							
1	IB Site Coordinator	\$65,898.00	\$65,898.00	\$69,192.90	\$69,192.90	\$72,652.55	\$72,652.55
1	Extended Employment Agreements for curriculum development and training purposes	\$17,565.77	\$17,565.77	\$18,444.06	\$18,444.06	\$19,366.26	\$19,366.26
	<b>Total Personnel</b>		<b>\$83,463.77</b>		<b>\$87,636.96</b>		<b>\$92,018.80</b>
<b>Fringe Benefits:</b>							
1	IB Site Coordinator	\$12,519.03	\$12,519.03	\$13,138.15	\$13,138.15	\$13,788.21	\$13,788.21
1	Substitutes (FICA @7.65%)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	Extended Employment Agreements (FICA @7.65% + RET @8.14%)	\$2,773.63	\$2,773.63	\$2,912.32	\$2,912.32	\$3,057.93	\$3,057.93
1	Health insurance IB Site Coordinator	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00
	<b>Total Fringe Benefits</b>		<b>\$19,620.67</b>		<b>\$20,378.46</b>		<b>\$21,174.15</b>
<b>Travel:</b>							
20	Subsistence costs for Level I training (meals/lodging/transportation)	\$2,038.79	\$40,775.85	\$2,104.65	\$31,569.68	\$2,172.63	\$10,863.13
15	Subsistence costs for Level I training (meals/lodging/transportation)						
5	Subsistence costs for Level I training (meals/lodging/transportation)						
20	Subsistence costs for Level II training (meals/lodging/transportation)			\$2,104.65	\$42,092.91	\$2,172.63	\$32,586.38
15	Subsistence costs for Level II training (meals/lodging/transportation)						
20	Subsistence costs for Level III training (meals/lodging/transportation)						
2	Subsistence costs Administrative training (meals/lodging/transportation)	\$2,038.79	\$4,077.59	\$1,598.46	\$3,196.93	\$1,650.10	\$3,300.19
2	Subsistence costs for required IB conference attendance	\$1,548.45	\$3,096.90		<b>\$76,859.52</b>		<b>\$90,205.21</b>
	<b>Total Travel</b>		<b>\$47,950.34</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Furniture/Equipment:</b>							
	<b>Total Furniture/Equipment</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Supplies/Materials:</b>							
1	Media collection to include software, books and other materials	\$25,807.50	\$25,807.50	\$2,580.75	\$2,580.75	\$2,580.75	\$2,580.75
1	Curriculum materials to include unit of inquiry supplies	\$11,355.30	\$11,355.30	\$5,161.50	\$5,161.50	\$5,328.22	\$5,328.22
90	Roseita Stone Materials (Chinese Level I and Level II)	\$98.07	\$8,826.17	\$101.24	\$9,111.25	\$104.51	\$9,405.54
1	IPODs and materials for language acquisition	\$11,355.30	\$11,355.30	\$11,722.08	\$11,722.08	\$12,100.70	\$12,100.70
15	Laptop computers for mobile lab	\$1,651.68	\$24,775.20	\$1,705.03	\$25,575.44	\$1,760.10	\$26,401.53
	<b>Total Supplies/Materials</b>		<b>\$82,119.47</b>		<b>\$54,151.02</b>		<b>\$55,816.73</b>

**Northwood Elementary School - International Baccalaureate (IB) PYP (Primary Years Programme)**

No.	Description	2007-08		2008-09		2009-10	
		Year 1		Year 2		Year 3	
		Unit	Total Year One	Unit	Total Year Two	Unit	Total Year Three
<b>Contractual:</b>							
20	Level I Training (registration fee)	\$525.00	\$10,500.00	\$541.96	\$8,129.36	\$559.48	\$2,797.31
15	Level I Training (registration fee)						\$8,391.94
5	Level I Training (registration fee)						\$11,189.25
20	Level II Training (registration fee)			\$541.96	\$10,839.15		\$559.48
15	Level II Training (registration fee)						\$559.48
20	Level III Training (registration fee)						\$1,118.93
2	Administrative Training (registration fee)	\$525.00	\$1,050.00	\$541.96	\$1,083.92		\$2,000.00
1	In-House Training (registration fee)	\$2,000.00	\$2,000.00	\$2,064.60	\$2,064.60	\$2,000.00	\$1,065.64
2	Required IB conference attendance	\$500.00	\$1,000.00	\$516.15	\$1,032.30	\$532.82	
2	Required IB site visitation	\$500.00	\$1,000.00				
	<b>Total Contractual</b>		<b>\$15,550.00</b>		<b>\$23,149.33</b>		<b>\$26,563.08</b>
<b>Construction:</b>							
<b>Total Construction</b>							
<b>Other:</b>							
1	IBO application fees	\$10,000.00	\$10,000.00				
1	IBO membership fees	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00
1	Magnet Fair expenses	\$1,032.30	\$1,032.30	\$1,065.64	\$1,065.64	\$1,100.06	\$1,100.06
1	Fieldtrips regarding themes in the classroom	\$5,161.50	\$5,161.50	\$5,328.22	\$5,328.22	\$5,500.32	\$5,500.32
	<b>Total Other</b>		<b>\$19,693.80</b>		<b>\$9,893.86</b>		<b>\$10,100.38</b>
<b>Training Stipends:</b>							
1	Teacher stipends for training occurring outside school hours	\$11,579.00	\$11,579.00	\$11,579.00	\$11,579.00	\$11,579.00	\$11,579.00
	<b>Total Training Stipends</b>		<b>\$11,579.00</b>		<b>\$11,579.00</b>		<b>\$11,579.00</b>
	<b>School Total</b>		<b>\$279,977.04</b>		<b>\$283,648.14</b>		<b>\$307,457.36</b>
							<b>\$871,082.54</b>

**Washington Elementary School - Montessori**

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Unit</u>	<u>Total Year One</u>	<u>Unit</u>	<u>Total Year Two</u>	<u>Unit</u>	<u>Total Year Three</u>
	<b>Personnel:</b>						
1	Montessori Site Coordinator			\$65,898.00	\$65,898.00	\$69,192.90	\$69,192.90
1	20 additional instructional and enrichment days for students		\$0.00	\$151,696.03	\$151,696.03	\$159,280.83	\$159,280.83
	<b>Total Personnel</b>		<b>\$0.00</b>		<b>\$217,594.03</b>		<b>\$228,473.73</b>
	<b>Fringe Benefits:</b>						
1	Montessori Site Coordinator			\$12,519.03	\$12,519.03	\$136.80	\$136.80
1	Health insurance Montessori Site Coordinator			\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00
1	20 additional instructional and enrichment days for students (18.79%)		\$0.00	\$28,503.68	\$28,503.68	\$29,928.87	\$29,928.87
	<b>Total Fringe Benefits</b>		<b>\$0.00</b>		<b>\$45,350.72</b>		<b>\$34,393.67</b>
	<b>Travel:</b>						
	<b>Total Travel</b>		\$0.00		\$0.00		\$0.00
	<b>Furniture/Equipment:</b>						
4	Classroom furniture from Montessori companies			\$6,393.86	\$25,575.44	\$6,193.80	\$12,387.60
2	Classroom furniture from Montessori companies		\$0.00		\$25,575.44		\$12,387.60
	<b>Total Furniture/Equipment</b>		<b>\$0.00</b>		<b>\$25,575.44</b>		<b>\$12,387.60</b>
	<b>Supplies/Materials:</b>						
4	Classroom materials from Montessori companies			\$23,444.15	\$93,776.61	\$22,710.60	\$45,421.20
2	Classroom materials from Montessori companies		\$0.00		\$93,776.61		\$45,421.20
	<b>Total Supplies/Materials</b>		<b>\$0.00</b>		<b>\$93,776.61</b>		<b>\$45,421.20</b>
	<b>Contractual:</b>						
11	Montessori Certification Training	\$8,387.44	\$92,261.81				
4	Montessori Certification Training			\$8,658.35	\$34,633.41	\$8,938.02	\$35,752.07
11	Montessori Certification Training Materials	\$516.15	\$5,677.65				
4	Montessori Certification Training Materials			\$532.82	\$2,131.29	\$550.03	\$2,200.13
4	Advanced Montessori Training (masters degree) for Teachers	\$7,071.26	\$28,285.02				
2	Advanced Montessori Training (masters degree) for Teachers		\$126,224.48	\$7,299.66	\$14,599.31	\$7,535.44	\$15,070.87
	<b>Total Contractual</b>		<b>\$126,224.48</b>		<b>\$51,364.01</b>		<b>\$53,023.06</b>

**Washington Elementary School - Montessori**

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Unit</u>	<u>Total Year One</u>	<u>Unit</u>	<u>Total Year Two</u>	<u>Unit</u>	<u>Total Year Three</u>
	<b>Construction:</b>						
4	Curriculum classroom adjustments/modifications		\$41,292.00		\$21,312.87	\$11,000.64	\$22,001.27
2	Curriculum classroom adjustments/modifications			\$10,666.43	\$15,484.50		
1	Playground equipment		\$41,292.00	\$15,484.50	\$36,797.37		\$22,001.27
	<b>Total Construction</b>						
	<b>Other:</b>						
1	Magnet Fair expenses	\$1,032.30	\$1,032.30	\$1,065.64	\$1,065.64	\$1,100.06	\$1,100.06
1	Fieldtrips regarding themes in the classroom			\$5,328.22	\$5,328.22	\$5,500.32	\$5,500.32
	<b>Total Other</b>		\$1,032.30	\$6,393.86	\$6,393.86	\$6,600.38	\$6,600.38
	<b>Training Stipends:</b>						
	Teacher and teacher assistant stipends for training occurring outside						
1	school hours	\$64,842.40	\$64,842.40	\$32,421.20	\$32,421.20	\$32,421.20	\$32,421.20
	<b>Total Training Stipends</b>		\$64,842.40	\$32,421.20	\$32,421.20	\$32,421.20	\$32,421.20
	<b>School Total</b>		\$233,391.18	\$509,273.23	\$509,273.23	\$434,722.12	\$1,177,386.53

**Welborn Middle School - Science and Technology Magnet**

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Year 1</u>	<u>Total Year One</u>	<u>Year 2</u>	<u>Total Year Two</u>	<u>Year 3</u>	<u>Total Year Three</u>
	<b>Personnel:</b>						
1	Science and Technology Site Coordinator			\$65,898.00	\$65,898.00	\$69,192.90	\$69,192.90
1	Teachers for Enrichment and Instruction (+2 hours per week)			\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00
	Extended Employment Agreements for curriculum development and training purposes			\$20,288.46	\$20,288.46	\$21,302.88	\$21,302.88
	<b>Total Personnel</b>		<b>\$0.00</b>		<b>\$87,936.46</b>		<b>\$92,245.78</b>
	<b>Fringe Benefits:</b>						
1	Science and Technology Site Coordinator			\$12,519.03	\$12,519.03	\$13,138.15	\$13,138.15
1	Teachers for Enrichment/Instruction (FICA @7.65% + RET @8.14%)			\$276.33	\$276.33	\$276.33	\$276.33
1	Extended Employment Agreements (FICA @7.65% + RET @8.14%)			\$3,203.55	\$3,203.55	\$3,363.73	\$3,363.73
1	Health insurance Science and Technology Site Coordinator			\$4,328.00	\$4,328.00	\$4,328.00	\$4,328.00
	<b>Total Fringe Benefits</b>		<b>\$0.00</b>		<b>\$20,326.91</b>		<b>\$21,106.20</b>
	<b>Travel:</b>						
22	Subsistence costs for PBL and Cooperative Learning training (travel)			\$3,201.00	\$3,201.00	\$3,201.00	\$3,201.00
2	Subsistence costs for Administrative training (meals/lodging/transportation)			\$291.00	\$291.00	\$291.00	\$291.00
	<b>Total Travel</b>		<b>\$0.00</b>		<b>\$3,492.00</b>		<b>\$3,492.00</b>
	<b>Furniture/Equipment:</b>						
	<b>Total Furniture/Equipment</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>
	<b>Supplies/Materials:</b>						
1	Curriculum materials			\$25,807.50	\$25,807.50	\$25,807.50	\$25,807.50
500	1GB USB Flash Drive			\$42.63	\$21,312.87	\$21,312.87	\$21,312.87
300	1GB USB Flash Drive			\$42.63	\$12,787.72	\$44.00	\$13,200.76
16	LCD projector			\$1,598.46	\$25,575.44	\$1,650.10	\$13,200.76
8	LCD projector			\$1,598.46	\$12,787.72	\$1,650.10	\$13,200.76
500	Graphing Calculator			\$159.85	\$79,923.25	\$165.01	\$49,502.86
300	Graphing Calculator			\$159.85	\$47,953.95	\$165.01	\$49,502.86
500	Laptop computers for each student			\$1,705.03	\$511,508.78	\$1,760.10	\$528,030.51
300	Laptop computers for each student						

<u>No.</u>	<u>Description</u>	2007-08		2008-09		2009-10	
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 3</u>
		<u>Unit</u>	<u>Total Year One</u>	<u>Unit</u>	<u>Total Year Two</u>	<u>Unit</u>	<u>Total Year Three</u>
	<b>Total Supplies/Materials</b>		<b>\$0.00</b>		<b>\$737,657.22</b>		<b>\$606,515.65</b>
	<b>Contractual:</b>						
22	CERTL Problem-Based Learning Training	\$1,000.00	\$22,000.00	\$1,032.30	\$22,710.60	\$1,065.64	\$10,656.43
10	CERTL Problem-Based Learning Training			\$9,590.79	\$9,590.79	\$9,900.57	\$9,900.57
1	Parent involvement training			\$308.66	\$6,790.47		
22	Kagan Secondary Education Training					\$318.63	\$3,186.27
10	Kagan Secondary Education Training						\$23,743.28
	<b>Total Contractual</b>		<b>\$28,790.47</b>		<b>\$39,091.86</b>		
	<b>Construction:</b>						
	<b>Total Construction</b>		<b>\$0.00</b>				
	<b>Other:</b>						
1	Magnet Fair marketing expenses	\$2,580.75	\$2,580.75	\$2,664.11	\$2,664.11	\$2,750.16	\$2,750.16
1	Fieldtrips regarding themes in the classroom			\$10,323.00	\$10,323.00	\$10,656.43	\$10,656.43
	<b>Total Other</b>		<b>\$2,580.75</b>		<b>\$12,987.11</b>		<b>\$13,406.59</b>
	<b>Training Stipends:</b>						
1	Teacher stipends for training occurring outside school hours	\$20,379.04	\$20,379.04	\$20,379.04	\$20,379.04	\$9,263.20	\$9,263.20
	<b>Total Training Stipends</b>		<b>\$20,379.04</b>		<b>\$20,379.04</b>		<b>\$9,263.20</b>
	<b>School Total</b>		<b>\$51,750.26</b>		<b>\$921,870.59</b>		<b>\$769,772.70</b>
							\$1,743,393.55

NOTES:

**GUILFORD COUNTY SCHOOLS  
2006-07 AVERAGE SALARY INFORMATION BY POSITION**

DATE REVISED: 10/17/06

- 1.05 Teacher
- 1.05 Prin/Asst Prin
- 1.025 Classified

Position Description	Average Annual Salary	Match		FICA		Hosp		Dental		Life Ins	Total
		Rel. 0.0714	0.0765	Ins	Ins	Ins	Ins				
Principal	\$80,145	\$5,722	\$6,131	\$3,854	\$129	\$8	\$96,989				
Elementary	\$90,285	\$6,446	\$6,907	\$3,854	\$129	\$8	\$107,629				
Middle	\$97,634	\$6,971	\$7,469	\$3,854	\$129	\$8	\$116,085				
High	\$62,760	\$4,481	\$4,801	\$3,854	\$129	\$8	\$76,033				
Assistant Principal	\$59,436	\$4,244	\$4,547	\$3,854	\$129	\$8	\$72,218				
Elementary	\$60,657	\$4,331	\$4,640	\$3,854	\$129	\$8	\$73,619				
Middle	\$46,123	\$3,293	\$3,528	\$3,854	\$129	\$8	\$56,935				
High	\$42,187	\$3,012	\$3,227	\$3,854	\$129	\$8	\$52,417				
Advanced Placement Teacher	\$47,437	\$3,387	\$3,629	\$3,854	\$129	\$8	\$58,444				
Band/Orchestra Teacher	\$38,300	\$2,735	\$2,930	\$3,854	\$129	\$8	\$47,956				
Behavior Improvement Teacher	\$49,368	\$3,525	\$3,777	\$3,854	\$129	\$8	\$60,661				
CIS Teacher	\$41,298	\$2,949	\$3,159	\$3,854	\$129	\$8	\$51,397				
Instructional Technology Teacher											
Math Impact Teacher											
Counselor, Media Specialist, Psychologist, Social Worker	\$49,438	\$3,530	\$3,782	\$3,854	\$129	\$8	\$60,741				
Curriculum Facilitator	\$48,743	\$3,480	\$3,729	\$3,854	\$129	\$8	\$59,943				
General Assistant	\$19,205	\$1,371	\$1,469	\$3,854	\$129	\$8	\$26,036				
Media Assistant	\$19,058	\$1,361	\$1,458	\$3,854	\$129	\$8	\$25,868				
Student Intervention Asst.	\$18,467	\$1,319	\$1,413	\$3,854	\$129	\$8	\$25,190				
Teacher Assistant	\$18,916	\$1,351	\$1,447	\$3,854	\$129	\$8	\$25,705				
Office Support I, Office Support II, Office Support III	\$26,140	\$1,866	\$2,000	\$3,854	\$129	\$8	\$33,997				
Technology Assistant	\$21,325	\$1,523	\$1,631	\$3,854	\$129	\$8	\$28,470				
SIMS Technician	\$29,177	\$2,083	\$2,232	\$3,854	\$129	\$8	\$37,483				

**AVERAGE TEACHER BY FUND**

1-xxxx-001-121	\$44,960	\$3,210	\$3,439	\$3,854	\$129	\$8	\$55,600
2-xxxx-001-121	\$34,330	\$2,451	\$2,626	\$3,854	\$129	\$8	\$43,398

Average salary shown for state positions is base salary and local supplement for A-16 on 2006-07 GCS salary schedule

Average salary shown for local positions is base salary and local supplement for A-03 on 2006-07 GCS salary schedule

1.08  
1.055

**GUILFORD COUNTY SCHOOLS**  
**PROJECTED 10 MONTH EMPLOYEE COST FOR ADDITIONAL EMPLOYMENT - MONTLIEU**  
**DATE PREPARED 12/15/05**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>DAILY RATE</u> <u>OF PAY*</u>	<u>COST FOR</u> <u>20 ADD'L DAYS</u>	<u>COST TO IMPLEMENT</u> <u>EXT. YEAR CALENDAR**</u>
121	Teacher	5,951.53	119,030.60	136,885.19
124	Speech Language Pathology	196.23	3,924.60	4,513.29
127	Interim-Paid at Sub Rate	78.00	1,560.00	1,794.00
128	Retired Teacher-Exempt of Earnings Cap	427.44	8,548.80	9,831.12
129	VIF Teacher	145.35	2,907.00	3,343.05
142	Teacher Assistant	488.37	9,767.40	11,232.51
151	Office Support	40.91	818.20	940.93
173	Custodian	18.38	367.60	422.74
174	Child Nutrition Workers	125.10	2,502.00	2,877.30
176	Child Nutrition Manager	100.37	2,007.40	2,308.51
181	Local Teacher Supplement	747.72	14,954.40	17,197.56
199	Other Assignments	123.31	2,466.20	2,836.13
	<b>TOTAL</b>		<b>168,854.20</b>	<b>194,182.33</b>
	MATCHING FICA (7.65%)		12,917.35	14,854.95
	MATCHING RET. (6.82%)		11,515.86	13,243.23
	<b>GRAND TOTAL</b>		<b>193,287.41</b>	<b>222,280.51</b>

\*Daily rate of pay calculated using 21.50 days per pay period

\*\*The employment calendar for Brooks and Johnson Street provides 238 days of employment, which is 23 days of additional employment.

\*\*\*All amounts shown exclude bus driver salaries.

**GUILFORD COUNTY SCHOOLS  
PROJECTED 10 MONTH EMPLOYEE COST FOR ADDITIONAL EMPLOYMENT - WASHINGTON  
DATE PREPARED 12/15/05**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>DAILY RATE OF PAY*</u>	<u>COST FOR 20 ADD'L DAYS</u>	<u>COST TO IMPLEMENT EXT. YEAR CALENDAR**</u>
121	Teacher	3,495.35	69,907.00	80,393.05
142	Teacher Assistant	714.86	14,297.20	16,441.78
149	Other Technical Assignment	147.91	2,958.20	3,401.93
173	Custodian	49.52	990.40	1,138.96
174	Child Nutrition Workers	61.48	1,229.60	1,414.04
176	Child Nutrition Manager	81.81	1,636.20	1,881.63
181	Local Teacher Supplement	430.14	8,602.80	9,893.22
	<b>TOTAL</b>		<b>99,621.40</b>	<b>114,564.61</b>
	MATCHING FICA (7.65%)		7,621.04	8,764.19
	MATCHING RET. (6.82%)		6,794.18	7,813.31
	<b>GRAND TOTAL</b>		<b>114,036.62</b>	<b>131,142.11</b>

99,848.17  
19,947.99  
4,127.39  
1,381.84  
-  
-  
12,287.38  
137,592.77  
10,525.85  
9,824.12  
157,942.74

\*Daily rate of pay calculated using 21.50 days per pay period

\*\*The employment calendar for Brooks and Johnson Street provides 238 days of employment, which is 23 days of additional employment.

\*\*\*All amounts shown exclude bus driver salaries.

**GUILFORD COUNTY SCHOOLS  
PROJECTED 10 MONTH EMPLOYEE COST FOR ADDITIONAL EMPLOYMENT - WILEY  
DATE PREPARED 12/15/05**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>DAILY RATE OF PAY*</u>	<u>COST FOR 20 ADD'L DAYS</u>	<u>COST TO IMPLEMENT EXT. YEAR CALENDAR**</u>
121	Teacher	2,677.74	53,554.80	61,588.02
124	Speech Language Pathology	193.77	3,875.40	4,456.71
129	VIF Teacher	284.88	5,697.60	6,552.24
142	Teacher Assistant	887.02	17,740.40	20,401.46
149	Other Technical Assignment	120.51	2,410.20	2,771.73
151	Office Support	47.00	940.00	1,081.00
173	Custodian	36.40	728.00	837.20
174	Child Nutrition Employees	66.89	1,337.80	1,538.47
176	Child Nutrition Manager	81.81	1,636.20	1,881.63
181	Local Teacher Supplement	399.93	7,998.60	9,198.39
	<b>TOTAL</b>		95,919.00	110,306.85
	MATCHING FICA (7.65%)		7,337.80	8,438.47
	MATCHING RET. (6.82%)		6,541.68	7,522.93
	<b>GRAND TOTAL</b>		109,798.48	126,268.25

\*Daily rate of pay calculated using 21.50 days per pay period

\*\*The employment calendar for Brooks and Johnson Street provides 238 days of employment, which is 23 days of additional employment.

\*\*\*All amounts shown exclude bus driver salaries.

**GUILFORD COUNTY SCHOOLS  
 PROJECTED 10 MONTH EMPLOYEE COST FOR ADDITIONAL EMPLOYMENT - FERNDALE  
 DATE PREPARED 12/15/05**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>DAILY RATE OF PAY*</u>	<u>COST FOR 20 ADD'L DAYS</u>	<u>COST TO IMPLEMENT EXT. YEAR CALENDAR**</u>	
121	Teacher	8,841.49	176,829.80	203,354.27	252,566.00
124	Speech Language Pathology	180.19	3,603.80	4,144.37	5,147.31
129	VIF Teacher	563.95	11,279.00	12,970.85	16,109.80
142	Teacher Assistant	652.14	13,042.80	14,999.22	18,197.80
151	Office Support	214.88	4,297.60	4,942.24	5,996.17
173	Custodian	26.79	535.80	616.17	747.57
174	Child Nutrition Employees	165.55	3,311.00	3,807.65	-
176	Child Nutrition Manager	100.28	2,005.60	2,306.44	-
181	Local Teacher Supplement	1,067.53	21,350.60	24,553.19	30,495.06
	<b>TOTAL</b>		<b>236,256.00</b>	<b>271,694.40</b>	<b>329,259.71</b>
	<b>MATCHING FICA (7.65%)</b>		<b>18,073.58</b>	<b>20,784.62</b>	<b>25,188.37</b>
	<b>MATCHING RET. (6.82%)</b>		<b>16,112.66</b>	<b>18,529.56</b>	<b>23,509.14</b>
	<b>GRAND TOTAL</b>		<b>270,442.24</b>	<b>311,008.58</b>	<b>377,967.22</b>

\*Daily rate of pay calculated using 21.50 days per pay period

\*\*The employment calendar for Brooks and Johnson Street provides 238 days of employment, which is 23 days of additional employment.

\*\*\*All amounts shown exclude bus driver salaries.

**GUILFORD COUNTY SCHOOLS  
PROJECTED 10 MONTH EMPLOYEE COST FOR ADDITIONAL EMPLOYMENT - SMITH  
DATE PREPARED 12/15/05**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>DAILY RATE OF PAY*</u>	<u>COST FOR 20 ADD'L DAYS</u>	<u>COST TO IMPLEMENT EXT. YEAR CALENDAR**</u>
121	Teacher	17,476.95	349,539.00	401,969.85
127	Interim-Paid at Sub Rate	138.00	2,760.00	3,174.00
129	VIF Teacher	145.35	2,907.00	3,343.05
142	Teacher Assistant	1,024.60	20,492.00	23,565.80
149	Other Technical Assignment	238.37	4,767.40	5,482.51
151	Office Support Personnel	267.44	5,348.80	6,151.12
174	Child Nutrition Workers	224.29	4,485.80	5,158.67
176	Child Nutrition Manager	120.74	2,414.80	2,777.02
181	Local Teacher Supplement	2,066.09	41,321.80	47,520.07
	<b>TOTAL</b>	21,701.83	434,036.60	499,142.09
	MATCHING FICA (7.65%)		33,203.80	38,184.37
	MATCHING RET. (6.82%)		29,601.30	34,041.49
	<b>GRAND TOTAL</b>		496,841.70	571,367.95

\*Daily rate of pay calculated using 21.50 days per pay period

\*\*The employment calendar for Brooks and Johnson Street provides 238 days of employment, which is 23 days of additional employment.

\*\*\*All amounts shown exclude bus driver salaries.







535,899.97

UIS Dept of Labor  
 Bureau of Labor Statistics  
 Consumer Price Index - All Urban Consumers (all items less food and energy)

(all items less food and energy - based period 1982-84 = 100))		(all items - based period 1982-84 = 100))		(all items - based period 1967= 100))	
<b>2003</b>	193.20	<b>2003</b>	184.00	<b>2003</b>	551.10
<b>2004</b>	196.60	<b>2004</b>	188.90	<b>2004</b>	565.80
<b>2005</b>	200.90	<b>2005</b>	195.30	<b>2005</b>	585.00
<b>2006</b>	205.90	<b>2006</b>	201.60	<b>2006</b>	603.90
<b>Change in index points from 2003 to 2004</b>	3.40	<b>Change in index points from 2003 to 2004</b>	4.90	<b>Change in index points from 2003 to 2004</b>	14.70
<b>Percent change</b>	1.76%	<b>Percent change</b>	2.66%	<b>Percent change</b>	2.67%
<b>Change in index points from 2004 to 2005</b>	4.30	<b>Change in index points from 2004 to 2005</b>	6.40	<b>Change in index points from 2004 to 2005</b>	19.20
<b>Percent change</b>	2.19%	<b>Percent change</b>	3.39%	<b>Percent change</b>	3.39%
<b>Change in index points from 2005 to 2006</b>	5.00	<b>Change in index points from 2005 to 2006</b>	6.30	<b>Change in index points from 2005 to 2006</b>	18.90
<b>Percent change</b>	2.49%	<b>Percent change</b>	3.23%	<b>Percent change</b>	3.23%
<b>3-yr avg</b>	2.15%	<b>3-yr avg</b>	3.09%	<b>3-yr avg</b>	3.10%
<b>2-yr avg</b>	2.34%	<b>2-yr avg</b>	3.31%	<b>2-yr avg</b>	3.31%
<b>2006</b>	2.49%	<b>2006</b>	3.23%	<b>2006</b>	3.23%