

U165A070020

OMB Number: 4040-0004  
Expiration Date: 01/31/2009

**Application for Federal Assistance SF-424** Version 02

<b>* 1. Type of Submission:</b> <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify):</b> <input type="text"/>
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<b>* 3. Date Received:</b> <input type="text" value="04/24/2007"/>	<b>4. Applicant Identifier:</b> <input type="text"/>
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<b>5a. Federal Entity Identifier:</b> <input type="text"/>	<b>* 5b. Federal Award Identifier:</b> <input type="text"/>
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**State Use Only:**

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

**\* a. Legal Name:**

<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> <input type="text" value="56-0795164"/>	<b>* c. Organizational DUNS:</b> <input type="text" value="036031508"/>
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**d. Address:**

<b>* Street1:</b>	<input type="text" value="1606 Miller Street"/>
<b>Street2:</b>	<input type="text" value="PO Box 2513"/>
<b>* City:</b>	<input type="text" value="Winston-Salem"/>
<b>County:</b>	<input type="text" value="Forsyth"/>
<b>* State:</b>	<input type="text" value="NC: North Carolina"/>
<b>Province:</b>	<input type="text"/>
<b>* Country:</b>	<input type="text" value="USA: UNITED STATES"/>
<b>* Zip / Postal Code:</b>	<input type="text" value="27102-253"/>

**e. Organizational Unit:**

<b>Department Name:</b> <input type="text"/>	<b>Division Name:</b> <input type="text"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

<b>Prefix:</b> <input type="text" value="Dr."/>	<b>* First Name:</b> <input type="text" value="Kim"/>
<b>Middle Name:</b> <input type="text" value="Dawn"/>	
<b>* Last Name:</b> <input type="text" value="Blackburn-Morrison"/>	
<b>Suffix:</b> <input type="text"/>	

**Title:**

**Organizational Affiliation:**

<b>* Telephone Number:</b> <input type="text" value="336-727-2519"/>	<b>Fax Number:</b> <input type="text" value="336-721-2791"/>
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**\* Email:**

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

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:**

84-185A2007-2

**Title:**

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

Local Education Agency

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

Winston-Salem/Forsyth County Schools Magnet Assistance Program

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="4,690,618.00"/>
* 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="4,690,618.00"/>

**\* 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:

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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

## Attachments

AdditionalCongressionalDistricts  
File Name

Mime Type

AdditionalProjectTitle  
File Name

Mime Type

 <p><b>U.S. DEPARTMENT OF EDUCATION</b></p> <p><b>BUDGET INFORMATION</b></p> <p><b>NON-CONSTRUCTION PROGRAMS</b></p>	OMB Control Number: 1890-0004					
	Expiration Date: 06/30/2005					
Name of Institution/Organization: Winston-Salem/Forsyth County Sch...	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.					
<b>SECTION A - BUDGET SUMMARY</b> <b>U.S. DEPARTMENT OF EDUCATION FUNDS</b>						
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	\$ 412,178	\$ 414,592	\$ 411,217	\$ 0	\$ 0	\$ 1,237,987
2. Fringe Benefits	\$ 107,612	\$ 103,370	\$ 102,748	\$ 0	\$ 0	\$ 313,730
3. Travel	\$ 36,000	\$ 20,000	\$ 17,000	\$ 0	\$ 0	\$ 73,000
4. Equipment	\$ 368,012	\$ 442,504	\$ 36,000	\$ 0	\$ 0	\$ 846,516
5. Supplies	\$ 274,532	\$ 279,035	\$ 263,955	\$ 0	\$ 0	\$ 817,522
6. Contractual	\$ 394,735	\$ 341,235	\$ 290,735	\$ 0	\$ 0	\$ 1,026,705
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 47,900	\$ 36,900	\$ 28,900	\$ 0	\$ 0	\$ 113,700
9. Total Direct Costs (lines 1-8)	\$ 1,640,969	\$ 1,637,636	\$ 1,150,555	\$ 0	\$ 0	\$ 4,429,160
10. Indirect Costs*	\$ 48,154	\$ 48,451	\$ 33,853	\$ 0	\$ 0	\$ 130,458
11. Training Stipends	\$ 47,000	\$ 47,000	\$ 37,000	\$ 0	\$ 0	\$ 131,000
12. Total Costs (lines 9-11)	\$ 1,736,123	\$ 1,733,087	\$ 1,221,408	\$ 0	\$ 0	\$ 4,690,618
<p><b>*Indirect Cost Information (To Be Completed by Your Business Office):</b></p> <p>If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:</p> <p>(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(2) If yes, please provide the following information:                  Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)                  Approving Federal agency: <input type="checkbox"/> ED <input checked="" type="checkbox"/> Other (please specify): No Department of Public Information</p> <p>(3) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  <input checked="" type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement? or, <input type="checkbox"/> Complies with 34 CFR 76.564(c)(2)?</p>						

ED Form No. 524

	<b>U.S. DEPARTMENT OF EDUCATION</b>  <b>BUDGET INFORMATION</b>  <b>NON-CONSTRUCTION PROGRAMS</b>	OMB Control Number: 1890-0004
		Expiration Date: 06/30/2005

Name of Institution/Organization: Winston-Salem/Forsyth County Sch...	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.
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**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: GRANT00252702

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.

<b>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> Kimberly Blackburn-Morrison	<b>* TITLE</b> Superintendent
<b>* APPLICANT ORGANIZATION</b> Winston-Salem/Forsyth County Schools	<b>* DATE SUBMITTED</b> 04-24-2007

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: Winston-Salem Forsyth County Schools</p> <p>* Address: 1605 Miller Street</p> <p>Winston-Salem</p> <p>NC: North Carolina</p> <p>27103</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>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:                      </p> <p>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: Kimberly Blackburn-Morrison</p> <p>* Name: N/A</p> <p>N/A</p> <p>Title:</p> <p>Telephone No.:</p> <p>Date: 04-24-2007</p>		

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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
3606-GEPA.pdf	application/pdf

## GENERAL EDUCATION PROVISIONS ACT (GEPA) Requirement

The applicant agency hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with Title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal assistance and hereby gives assurance that it will immediately take any measures to effectuate that agreement.

In accordance with Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382), the applicant hereby assures and certifies that it:

1. will not engage in discrimination based on gender, race, religion, color, national origin, disability, or age in the hiring, promoting, or assignment of employees of the agency or other personnel for whom the agency has any administrative responsibility;
2. will not engage in discrimination based on gender, race, religion, color, national origin, disability, or age in the assignment of students to schools or to courses of instruction within the schools of the agency;
3. will not engage in discrimination based on gender, race, religion, color, national origin, disability, or age in designing or operating extracurricular activities for students and their families; and
4. will carry out high-quality education programs that will encourage greater parental decision-making and involvement.

In regards to the WS/FCS Magnet Schools Assistance Program, the applicant will take the necessary steps to ensure all populations have every opportunity to enroll in magnet schools, based on the district-wide lottery, and have every opportunity to participate in program activities. For parent involvement activities, project staff will prepare written and/or verbal communications that address the limited English proficient or non-readers. The applicant will encourage and support the participation of students who receive Exceptional Children's services in regular and extended day activities. Lastly, the applicant will strive to include students of all backgrounds in every enrichment activity despite stereotypes, like "girls aren't good at science and math" or "boys should not do arts, dance or cook." The applicant specifically designed this program to create greater equity in the four proposed schools, and will ensure that the implementation indeed generates greater equity.

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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.

<b>* APPLICANT'S ORGANIZATION</b>
-----------------------------------

Winston-Salem/Forsyth County Schools
--------------------------------------

<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix: Dr.    * First Name: Donald    Middle Name: L * Last Name: Martin    Suffix:    * Title: Superintendent
--

<b>* SIGNATURE: Kimberly Blackburn-Morrison</b> * DATE: 04/24/2007
--

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

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Kim

D.

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## 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

## **Project Narrative**

### **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: **2737-MSAP\_abstract\_final.doc**

## Winston-Salem/Forsyth County-MSAP Grant Application-ABSTRACT

As the 5<sup>th</sup> largest school system in North Carolina and the 94<sup>th</sup> largest school system in the nation, the Winston-Salem/Forsyth County Schools (WS/FCS) serve more than 51,000 students in 74 school facilities. District wide, 46 percent of students are white, 36 percent are black, 14 percent, Hispanic, 2 percent, Asian and 2 percent, multiracial. Minority increases since 2004-05 follow: 34 percent, black, 12 percent, Hispanic and 1 percent, Asian while the percentage of white (majority) students has dropped. Despite the district's "Schools of Choice" plan, many schools became minority isolated as students chose to stay in their residential school. Thus, the WS/FCS seeks to reduce minority group isolation by increasing the number of district wide magnet programs from which students may choose. The MSAP grant will allow WS/FCS to expand their capacity to provide public school choice by providing options to parents whose children attend schools slated for restructuring under Title I. The proposed schools include Philo Middle I, Hanes Middle I and Reynolds High Schools. Each of these schools provides a program link to existing magnet schools furthering the goal of establishing K-12 continuums for students with interests in particular areas of instruction while offering strong academic programs to increase student achievement. Hanes Middle School, 62% minority with a Pre-engineering program (Project Lead the Way) and emphasis on math and science will be a feeder school for Atkins Academic and Technology High School funded in the 2004 grant cycle. Philo Middle School, currently with 90% minority, will be restructured to provide a system wide theme of Global Technology and Language Immersion and will be a feeder to Parkland High School International Studies magnet begun in 2004. Reynolds High School's "Spotlight on the Arts" program will provide a destination for students who have experienced the arts magnet theme at elementary and middle schools in WS/FCS and underrepresented students who otherwise have had little opportunity to experience the arts will have the choice to attend the arts aware portion of this theme. The projected number of new students attracted to each magnet during the project are as follows: Reynolds, 217, 5.4% increase in non-minority, Hanes, 91, 9% increase, and Philo, 78 with 14.2% increase in majority students.

## Project Narrative

### Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1762-Mandatory\_MSAP\_grant\_narrative-April\_20a.pdf**

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## **PART III: PROGRAM NARRATIVE**

### **Introduction**

Much has been accomplished since the Winston-Salem/Forsyth County Schools (WS/FCS) was formed in 1963 with the merger of the city and county school systems. It now serves approximately 51,000 students within 74 schools and is the 5<sup>th</sup> largest school system in the state and the 94<sup>th</sup> largest school system in the nation. The system has 41 elementary schools, 16 middle schools, and 14 high schools in the 446 square-mile county. District wide, 46 percent of students in 2006-2007 are white as compared to 48 percent in 2004-2005, 36 percent are Black in 2006-07 compared to 34 percent in 2004-05, 14 percent are Hispanic in 2006-07 as compared to 12% in 2004-05, 2 percent are Asian in 2006-07 as compared to 1 percent in 2004-05, and 2 percent are multiracial in 2006-07 as compared to 3 percent in 2004-05. We realize that these numbers show an increase in our minority population while the percentage of White (majority) students has dropped, but as times change, so must our opportunities to meet students' needs also change.

Winston-Salem/ Forsyth County Schools operated under a court ordered desegregation plan from 1971 through 1981. After the court order was lifted the school continued to work under a desegregation plan insuring that all schools were racially integrated. In 1995, the school district decided to shift to a "Schools of Choice" plan. The school board in 1994-1996 developed

this plan as a voluntary desegregation plan which appears to be a positive move, but over time, has its drawbacks. The "Schools of Choice" plan is a controlled choice plan that allows students to choose from a few schools in their zone. The school district is organized into geographical zones, and students living in a zone may choose from those schools located in their zone. Each zone reflects the demographics of the system, but each school may not reflect those demographics. The elementary students may choose from four or five schools, middle schools may choose from two or three and high school students may choose any high school but must provide their own transportation if they choose a school that is not their own residential school; however, this discourages poor students without transportation from being able to choose a different school. Despite the district's best efforts to maintain integration voluntarily through the "Schools of Choice" plan, many schools became minority isolated because students chose to stay at their residential school in their own neighborhoods due to location and convenience. In turn, over a ten year period Winston-Salem, North Carolina has become one of the most segregated cities for Hispanics and whites in the United States (Associated Press quoted in the Winston-Salem Journal, December 2001). The demographics in Winston-Salem have shifted in recent years with white students leaving. In 2004-05 whites comprised 48% of the total student population and in 2006-07 they comprise only 46% of the total population. People are aware that inner city schools are in trouble and middle class citizens, many of whom are white, are losing faith in these schools and are moving into the suburbs (Golba, 1998). Winston-Salem has seen a flood of Hispanics move into the area over the last few years. The total enrollment of WSFCS has seen the Hispanic percentage begin at 11% in 2003-04, move to 12.4% in 2004-05, followed by 13.5% in 2005-06 and 14.7% in 2006-07. That is an increase of 2,182 Hispanic students in

four years. This has led to an increase in minority group isolation in areas in which the Hispanic have chosen to live which is academically unhealthy for students.

Furthermore, several minority isolated schools have underutilized facilities allowing for the capacity to accept more students from other areas of the county. Thus, instead of widening the gap, the WS/FCS seeks to reduce minority group isolation at schools by allowing a district wide magnet program that addresses the need for students to have a choice and to be able to travel out of their zones to attend another school. WS/FCS schools will work to attract socio-economic diversity as well as racial diversity to provide a real world experience and exposure to a diverse group of people for the students attending magnet schools. Providing a culture that appreciates diversity will aid in laying a strong foundation for students to be successful in an exciting and ever changing world. The MSAP grant would allow WS/FCS to expand their capacity to provide public school choice by using magnet schools to provide choice options to parents whose children attend schools that have been identified for school improvement, corrective action, or restructuring under Title I. One of the system's potential magnet parents said, "I am impressed with the academic programs that were offered to children [available in the magnet schools]." This illustrates the interest of parents in quality choices. The system would provide transportation to these schools making this an equitable choice plan for all students. Many of our potential parents are looking at all of the possibilities for their students. "As I have read literature and conducted research on this school, I feel that it is the best for my child," stated a potential magnet school parent. The schools identified for this grant cycle would expand the capacity for Winston-Salem to provide choice for these and other interested parents. This MSAP project would include Philo Middle School, Hanes Middle School and Reynolds High School.

Even though we have made gains, much restructuring is needed. Philo Middle School is a full Title I, Equity Plus school and in Year Two Sanctions in No Child Left Behind due to failure to make growth. The school is required to develop a school plan that incorporates strategies to improve the educational condition of the school. Preliminary reports indicate that the school will be a school in corrective action in the fall of 2007. This school has been included in this proposal to address the critical needs and turn around its academic failures. The grant would ensure that failure changes into success for the students currently attending, and provides an avenue for Philo to become an International school that will attract other students from throughout the county. This magnet will create an opportunity for a diverse environment at Philo. The Global Technology and Mandarin Chinese program will be exclusively offered at Philo and nowhere else in Forsyth County which will expand WS/FC Schools' ability to offer choices and provide a program to address a critical language and use of technology in our global society.

Hanes Middle School and Reynolds High School have been proposed as magnet sites because they will maximize the opportunity for students in low-performing schools to attend higher-performing magnet schools under this project. These schools will also expand the ability of students and parents of Winston-Salem to choose programs that are offered exclusively at these schools. The schools were also chosen as two natural feeders and one destination for currently existing magnets. Hanes Middle School will highlight a math, science and pre-engineering emphasis through a national program, Project Lead Way, that is now available to high school students at Atkins Academic and Technology High School. Philo Middle School will offer International Studies and Mandarin Chinese which will prepare them for the International Studies at Parkland Magnet High School. Reynolds High School, with its "Spotlight on the Arts" program, provides a destination school for those students who have

started this emphasis in elementary and middle school arts magnets in the district. This proposed MSAP project will address a school that is in school improvement, expand choice for the students of WSFC, and will complete feeder patterns already in existing magnet programs to make the overall vision for the magnet schools in WSFCS stronger. The project will attract more students and create a greater sense of diversity in magnet schools and the district schools. The chart below details the proposed magnet schools, their themes and their current minority student enrollment. This plan is supported enthusiastically by the Winston-Salem/Forsyth County Board of Education.

SCHOOL	MAGNET THEME & AREA OF EMPHASIS	MINORITY STUDENT ENROLLMENT (2006-07) SCHOOL	MINORITY STUDENT ENROLLMENT By School Level (2006-07) DISTRICT
Hanes Middle School	Hanes Gateway and Pre-Engineering Academy-a math and science and pre-engineering program with a "Project Lead the Way" initiative	62% minority	51.7% minority
Philo Middle School	School of International Studies using global technology and language immersion	90% minority	51.7% minority
Reynolds High School	School of Performing Arts	58% minority	50.9% minority

All Schools will implement their themes throughout the entire school.

*WS/FCS- Needs For Assistance*

The changes that WS/FCS is attempting in order to accomplish the type of Systemic Reforms that will increase racial diversity and improve student achievement are described in the following paragraphs.

*Competitive Priority 1: Need for Assistance*

*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 State to achieve voluntary desegregation in public schools.*

Winston-Salem, the fourth largest city in North Carolina, but also one of the poorest, has entered a period of dramatic demographic and industrial change. These changes have made it increasingly difficult for Winston-Salem/ Forsyth County Schools (WS/FCS) to integrate the diverse student population currently in the county. The WSFC school system desires to use Magnets and the MSAP to draw in a more diverse student population to prevent the minority group isolation that is taking place. The district's demographic enrollment is displayed in the chart below.

**Enrollment and Racial Ratios by District Level 2006-07**

(Based on 10<sup>th</sup> Day Membership excluding Pre-K and Homebound)

School Level	MINORITY	%	NON-	% NON-	TOTAL
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		MINORITY	MINORITY	MINORITY	
<b>Middle Schools Total</b>	5692	51.7%	5326	48.3%	11,018
<b>High Schools Total</b>	7971	50.9%	7697	49.1%	15,668
<b>District</b>	27024	53.2%	23,770	46.8%	50,794

Despite a fairly close balance between minorities and non-minorities in each grade level, the enrollment in the targeted schools reflects a higher percentage of minorities than the system-wide averages.

**Enrollment and Racial Ratios Trends by Each Proposed Magnet School 2004-05; 2006-2007**

School	#Minority Students in 2004-05	% Minority Students	#Minority Students in 2006-07	% Minority Students
Hanes Middle School	393	60%	408	62%
Philo Middle School	473	86%	421	90%

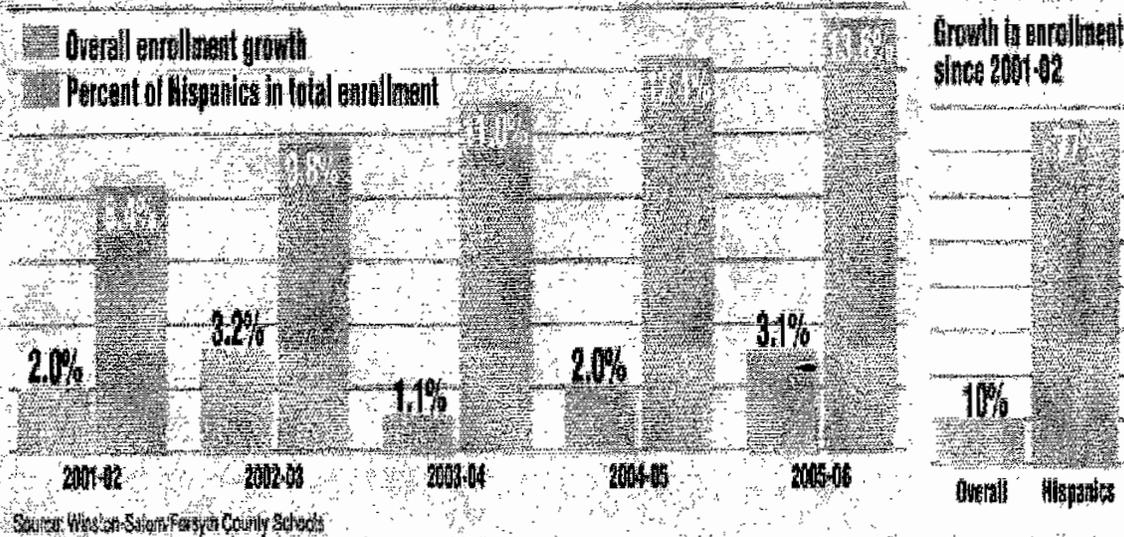
Reynolds High School	1022	54%	893	58%
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Since the late 1990's, Winston-Salem/Forsyth County Schools has been undergoing a dramatic demographic shift. Statistics released this year by the Pew Hispanic Center, a research group based in Washington, stated that there are nearly 400,000 illegal immigrants in North Carolina, making it eighth in the nation for illegal immigrants. The proposed magnet schools for this cycle struggle with increasing rates of residential poverty. All of our Magnet School neighborhoods already had high rates of poverty. However, the change in Winston-Salem's economy has exasperated the problem. North Carolina's jobless rate stayed at about 4% for most of the 1990's and real personal income per capita (in 2001 dollars) grew from \$23,600 at the beginning of the decade to \$27,935 at the end. Still, the 2000 Census revealed that the incidence of poverty in North Carolina increased during the 1990's by 15.5% (compared to a 6.8% increase nationwide). In 2005, median income for North Carolina families was almost \$6,500 below the national average. The number of Forsyth residents living in poverty according to the 2000 census was 33,186, up from 26,184. Almost 12,000 of those in poverty were children. Many of the legal and illegal immigrants call Winston-Salem home. The Superintendent of Winston-Salem/ Forsyth County Schools recently told the Winston-Salem Journal, "We'll admit that of our new students in the past few years, the majority are Hispanic. Clearly our enrollment growth is necessitating new buildings, and clearly a large part of our enrollment growth is Hispanic." Hispanics constitute 14% of the school system's student population, and over the past six years, the number of Hispanic students in the school system has grown over 40%. This growth reflects the broader population shift in the county as a whole. The U.S. Census reports the percentage of

Whites in Forsyth County decreased from 74.1% in 1990 to 68.5% in 2000. Whites were the only demographic to lose ground while Asians, multiracial and Hispanics grew at their highest recorded levels. Noah Pickus, a professor at Duke University and author of True Faith and Allegiance: Immigration and American Civic Nationalism, has stated, "We have a policy where we don't invest much in immigrants and we don't expect much." As the demographics continue to shift, WS/FC schools desire is to invest in the increasing Hispanic population as well as the existing African-American population through integrating them into our school system.

## Year-to-year growth in schools

Winston-Salem/Forsyth County Schools have grown in total enrollment from 45,367 students in 2001-02 to 49,815 students this year. The numbers show the year-to-year percentage growth in the schools, as well as the growing percentage of Hispanic students as part of the overall enrollment. Overall, total enrollment has climbed 10 percent since 2001-02, and enrollment of Hispanic students has risen 77 percent.

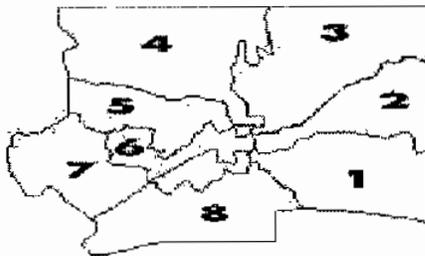


WS/FCS is faced with an added challenge that integration will not naturally take place since, according to the 2000 census; Winston-Salem has the most segregated housing patterns in

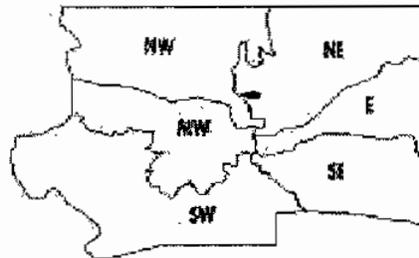
the state. Furthermore, an AP Poll conducted in 2001 found that Hispanics in Winston-Salem are more segregated from Whites than in any other city in the country, except Oakland, California.

Winston-Salem, like many school systems in the south, operated under a court ordered desegregation plan from 1971 through 1981 and continued to operate under this plan to integrate each school until 1995. Then in 1995, the county changed to a “Controlled Choice” plan to assign students to specific schools. The current “Schools of Choice” Pupil Assignment Plan gives parents and students a choice between their residential school and several others within the same zone, with each school offering a special theme or program but still following the *North Carolina Standard Course of Study*. The county is divided into eight elementary zones of four or five schools each and six middle school zones, each with two or three schools (as shown in the following figure). Student transportation is provided to any school within the zone; however, students attend their residential high school or may apply to attend another, if space is available. Students may not be recruited to change schools for athletic reasons. Students who attend a high school outside of their residential zone must provide their own transportation.

Elementary School Zone Map



Middle School Zone Map



School officials hoped that the School of Choice Plan would ensure diversity in WS/FCS. Unfortunately, Winston-Salem’s segregated housing patterns have made it difficult to maintain a racial balance at many individual schools within the district. Students are choosing for the most part to stay at their residential schools near where they live, and because they are living in

minority isolated communities, are causing the schools themselves to be minority isolated as well. Further exacerbating the WS/FCS goal of diversity is the geographical distance that separates many of Winston-Salem's white neighborhoods from its minority neighborhoods. Reality shows that the interior of Winston is predominately minority while the exterior is predominately majority.

With the addition of these three magnet schools, options would be greater for students to travel outside of their zone to attend schools of their choosing. It is our belief that this proposed MSAP project would allow Hanes Middle School, Philo Middle School, and Reynolds High School to become system-wide magnets so that any child living in Forsyth County regardless of ethnicity could attend these magnet schools. With the MSAP grant, rigorous programs that would be offered district-wide would be created. This will allow students from lower performing schools to leave their zone and attend these programs giving them more options than Winston-Salem currently provides. Transportation would be provided by Winston-Salem/Forsyth County Schools to ensure that everyone has the same access to these new programs. This MSAP grant would also ensure that choice in Winston-Salem would be expanded and feeder plans would be stronger for existing magnets creating an exciting option for students and parents that would help create diversity in these schools. In this magnet school proposal, parents would not be forced to forego their neighborhood schools but instead would be offered other options. As one magnet student stated, "Magnet schools offer more opportunities for you to find out what you are good at and to specialize in areas that you are interested in." This project would help to integrate our school system, create more opportunities, and further assist students to become successful in life.

It is obvious that leaving things the way they are will not generate diversity in the individual schools of WS/FCS. As the Harvard Civil Rights project headed by Gary Orfield has concluded, "The persisting high levels of residential segregation for Blacks and increasing levels for Latinos in the 2000 Census indicate that desegregated education will not happen without plans that make it happen." Help is needed from the Magnet School Assistance Program to create a systemic change that incorporates adequate transportation, ample resources and innovative programs. This MSAP project will provide the impetus for change while still allowing for parental choice. As more Magnet Schools arise in the county and the excellence of their programs are demonstrated, and without a doubt parents will choose to participate in this expanded choice. Marketing diverse schools that achieve academic excellence will serve as a catalyst to help our district see that diversity is a crucial part of academic excellence.

*(a) Need for assistance is based on the costs of implementing the magnet schools project as proposed.*

The budget associated with the WS/FCS magnet schools project is designed to fully implement themes at three new magnet schools and provide necessary project oversight. The initial costs for implementing the WS/FCS magnet schools project are high. The project will cost \$1,736,123 for 2007-2008; \$1,733,087 for 2008-2009; and \$1,221,408 for 2009-2010. During the grant period, the costs are primarily in the areas of professional development, technology and program design. The cost to continue the programs after the project period will decrease due to the intensive training and major purchases that will take place out of MSAP funds. These costs are crucial to implement the three themes and establish the requisite high-quality academic program at each school.

The detailed budgets and justifications of budget items are provided in Part II of this application package. They detail the expenditures necessary to implement this project fully and effectively. In addition, the WS/FCS has designed this magnet schools project to ensure that, after the three-year grant period, the three magnet schools will have received adequate support and allocated the necessary resources to become self-sufficient in subsequent years.

While WS/FCS is fully committed to the programs developed by each of these schools, without grant funds, it will not have the resources to develop the successful Magnet Programs described in our Project Design section. For example, without Magnet funds we could not: 1.) Provide a full time coordinator at each school to insure the implementation of the curriculum and the training of the staff. 2.) Purchase the technology to form the lab components at Hanes Middle School or provide the capital necessary to purchase the engineering modules for Hanes Middle School. 3.) Provide resources for the Foreign Language component at Philo Middle School and the Arts materials necessary for the Performing Arts component at Reynolds High School. 4.) Provide staff training to make sure the staff understands and embraces the program at each school and has the capacity to deliver the high quality instruction required. 5.) Conduct a full scale marketing effort to inform the public about our Magnet Schools.

*(b) Need for assistance is based on the resources available to the applicant to carry out the project if funds under the program were not provided*

WS/FCS has a total operating budget of 438.4 million dollars from federal, local and state sources. The district ranks 90<sup>th</sup> out of 113 school districts in the state funding per student. Expenditures for instructional programs account for more than 76% of the budget due to a low ratio of administrators to students. Due to increased gas prices in 2005, the district was hit by a

significant increase in fuel and utility cost. Unfortunately, the enrollment has grown 10% since the 2001-2002 school year, and WS/FCS has used 376 mobile units to accommodate these students. Enrollment is expected to increase from more than 51,000 this year to 60,000 by 2010. To accommodate this growth, WS/FCS passed a 250 million dollar bond package in 2006. Money from the bond package will be used to build seven new schools, three replacement schools and renovate 14 existing schools. Every school will also receive at least one wireless computer lab.

Other factors have strained the school system's financial resources as well. They include:

1. Renovations of school facilities that date back to the 1950's. The worldwide demand for construction materials like steel, concrete, and petroleum have produced dramatic increases in school construction and renovation costs that will put strain on the school system.
2. Despite a newly implemented lottery whose funds go to education, the state of North Carolina still continues to deal with budget shortfalls and will struggle to increase educational funding in the coming years.

In addition, commissioners will have to consider raising taxes to pay off the debt from the \$250 million school bond that voters passed in 2006. With this shortfall, our local district will not be able to increase its budget to help make up for funds that have dried up from our state budget. Salary increases and health insurance costs will, without a doubt, continue to demand more and more of WS/FCS' budget. All these increases will occur without the possibility of an increase in the next two years from local and state funding. It is for these reasons that the WS/FCS is unable to implement the proposed magnet schools project without assistance from the federally-funded MSAP.

*(c) Need for assistance is based on the extent to which the costs of the project exceed the applicant's resources.*

The WS/FC school district has assessed its ability to support the program in reference to the costs of implementation. 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 district-wide transportation for our Magnet Schools. The WS/FC school district is requesting approximately \$4,690,618 dollars, which represents the gap between the cost of the program and the local ability to finance. The cost of the project also exceeds the resources available at the individual schools. Parents of the students who currently attend the three proposed magnet schools have limited resources to contribute to special school programs as evidenced by the high free/reduced counts shown below. These numbers are above the district-wide average of 46% in the two middle schools and Reynolds is above the high school average of 34.45% as shown in the table below. If a greater proportion of the operating budget were used on magnet schools, non-magnet schools would be inadequately staffed thereby receiving inadequate services.

SCHOOL	PERCENT OF STUDENTS RECEIVING FREE/REDUCED MEAL SERVICES (as of 09/2006)
Philo Middle School	88%
Hanes Middle School	54%
Reynolds High School	37%

District Overall Rate	46.0%
District High School Rate	34.45%

*(d) Need for assistance is based on the difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project-e.g., the type of program proposed, the location of the magnet school within the LEA-impacts on the applicant's ability to successfully carry out the approved plan.*

The implementation of the WS/FCS magnet school plan is a difficult one to carry out. The objective is to attract non-minority students into neighborhoods and schools that they have been reluctant and resistant to enter. The only way to reduce minority group isolation at the three proposed schools is by offering programs that are so outstanding and unique that the desire for a high-quality education overcomes the initial apprehension.

A program of International Studies which focuses on business and culture serves as the foundation for the magnet theme at Philo Middle School. The theme with its rigorous standards will be a timely global career emphasis for our changing economy. The implementation of the language immersion program requires a large initial amount of money in order to purchase technology, signage, software, and classroom supplies. In order for Philo to officially implement the Joseph Renzulli Model, its staff would have to attend a one week training session provided by the University of Connecticut here in Winston-Salem, North Carolina. This training would require \$20,000 dollars to pay for a trainer to travel and provide staff development. This training along with cutting edge technology that Philo Magnet would need to be able to deliver a global technology program would far exceed a sum that Philo or

WS/FCS could afford. This amount is over \$150,000 just for the equipment to deliver a technology approach which allows educationally disadvantaged students to have the best access to active boards, language labs, computers to communicate with other students around the world, and computers to create mock businesses and partnerships with businesses online. This innovative yet exciting approach will provide the motivation these students need to craft their own future.

In order for Hanes Middle School to equip a Project Lead the Way program, MSAP funds will be required. The modules to deliver the instruction, such as Automation and Robotics, Magic of Electrons, Science of Technology, Flight and Space, and Design and Modeling are \$30,000. These classrooms must be equipped with technology capable of delivering this rigorous project-based curriculum. Hanes will utilize PLTW classroom in conjunction with their business partners to create a hands-on learning environment. This program is not available in any other school in the district therefore it will help to attract a diverse student body and a competent staff to this school. Hanes will also implement the Joseph Renzulli Model requiring \$20,000 in training for a trainer from The University of Connecticut to travel to Winston-Salem, North Carolina and provide the needed staff development.

Reynolds High School will utilize grant funds to train its staff in a "Learning Centered" approach in which Rutherford Learning Group will train the staff to take an interdisciplinary approach to teaching and connecting the high school curriculum providing more meaning for the students. Students will better see the relevance of the work in the classroom and how it connects to that required in the workplace when curriculums are connected. Teachers will be coached and encouraged to plan together and develop connected units that implement the theme of arts integration. The teachers will be exposed to examples of integrating multiple

intelligences into their units and asked to develop their own art integrated lessons that cross discipline lines to show a relationship between subject areas. The discrete arts courses will be developed such as animation, film making, and electronic music, to name a few. This interdisciplinary approach to arts and emphasis on arts careers is new and forthcoming to Forsyth County but would not be able to go forward without the grant to fund these crucial trainings and course developments.

Each school will use grant funds to sponsor parental workshops, hire magnet resource teachers to facilitate the implementation of the theme and pay stipends for teachers to develop curriculum. In order to reduce minority group isolation and attract non-minority students, the WS/FCS will need the support of the MSAP. While many schools have the support of parental organizations and groups that fundraise for their schools, schools with poor students often lack the true parental involvement needed to make this happen. Attracting a diverse socio-economic group would bring to these schools parents that would help provide fundraising guidance and manpower needed to make these schools more equitable to other schools in our district.

**Competitive Priority 4-Expanding Capacity to Provide Choice**

*The extent to which the project for which assistance is sought proposes to use magnet schools to expand their capacity to provide public school choice to parents whose children attend schools that have not made adequate yearly progress.*

The Winston-Salem/Forsyth County School System is a Local Educational Agency in improvement status. To be an LEA in improvement, the LEA must not make Adequate Yearly Progress in the same subject in both the 3-8 and high school grade spans for two consecutive years. Winston-Salem/Forsyth County School System would like assistance to expand their

capacity to provide choice to parents whose children attend schools that have not made AYP. With the addition of Hanes Gateway and Pre-engineering Academy, Philo Magnet Academy with the theme of Global Technology and Language Immersion, and Reynolds High School's Spotlight on the Arts, parents will be given a broader choice to attend a school in which a highly rigorous curriculum will challenge their children and equip the students to be prepared for the 21<sup>st</sup> century and challenge them to be lifelong learners. WS/FCS will expand choice in several different ways including:

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

*(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.*

Philo Middle School did not make Adequate Yearly Progress meeting 16 (or 59.3%) out of 27 targets. Furthermore, Philo was labeled a Low Performing school with less than 50% of its students scoring at grade level and did not succeed in helping its students achieve expected growth. Philo is in Title 1 School Improvement at the stage where corrective action will occur next fall if the school continues along the same path of failing to make AYP. This magnet grant would provide the assistance needed to create a new, innovative program for the students at Philo Magnet Academy and address the concern of corrective action. The corrective action would be the implementation of research based strategies through the theme of global technology and language immersion. WS/FCS will use magnet funds to restructure Philo Middle School to Philo Magnet Academy and train its staff to ensure that future academic progress is adequate to meet

all the objectives in NCLB.

Philo has 492 students with the school only meeting 16 (or a 59.3%) of its 27 Adequate Yearly Progress goals. The charts below show how this school performed on their NC End-of-grade tests.

**Philo Middle School**

**Performance of Each Student Group on the ABCs End-of-Grade Tests**

The percentage of students, grouped by gender, ethnicity, and other factors, who passed BOTH the reading and math tests\*

	Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	43.3	37.5	65.0	24.8	69.1	28.5	60.4	29.8
# of Tests Taken	127	128	157	157	165	165	449	450
District	78.1	60.1	82.4	58.7	84.1	57.5	81.7	61.9
State	81.5	61.9	86.4	61.8	86.9	60.7	84.9	63.4

*(b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and reducing minority group isolation in the low-performing sending schools;*

Hanes and Reynolds will maximize the opportunity for students in low-performing schools to attend a higher performing magnet. Both schools are located near schools that are failing AYP, and free transportation will provide parents an opportunity to choose these Magnets as alternatives to their failing schools. With other high schools in Winston-Salem failing to meet state ABC requirements and federal AYP requirements, Reynolds will provide students from those schools the chance to experience success in a school that has higher academic performance. With the highest SAT scores in the district last year and with the years 2003-04 and 2004-05 being named a "School of Progress" by having 60 to 80 % of students at grade level, Reynolds High School would be a strong alternative for high schools that are having

academic difficulty. Ronald Reagan High School, West Forsyth High School, and East Forsyth High School all have Caucasian populations over 70% and will provide feeder schools for Reynolds High School to draw Caucasian students.

Not only will students from lower performing schools have the opportunity to attend Reynolds High School, the K-12 arts continuum will also be completed with the addition of this performing and visual arts high school. Winston-Salem/Forsyth County's elementary and middle arts magnets- Diggs Elementary, Mineral Springs Elementary, Hill Middle, and Mineral Springs Middle Schools will feed the "Spotlight on the Arts" program that will be offered at Reynolds High School. Free transportation provided by the school system will provide parents an opportunity to choose this magnet program and take advantage of this theme. Furthermore, every parent whose child attends the low performing schools near Reynolds High School will have information provided to them about this avenue for choice.

Hanes Middle School is another higher achieving alternative for schools in close proximity that are failing to meet the No Child Left Behind requirements. In the school year 2005-06, Hanes was labeled a School of Progress by North Carolina with 60 to 80% of their students at grade level which was considered high growth for them. Wiley Middle School is a school in which less than 50% of the students are at grade level and is in close proximity to Hanes. The addition of Hanes Middle School as a magnet will allow students at Wiley to be able to attend a school with a highly rigorous successful program nearby.

***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.***

WSFCS is committed to informing every parent whose child attends a low performing school about the opportunity to attend a Magnet School. The Magnet School Office

will lead a marketing campaign that will include radio, newspaper and theater ads but will also provide brochures at each low performing school. WS/FCS will inform counselors at every school that they should let every child know about the Magnet Programs. Since 2001, magnet school applications grew in excess of 200% since 2001. Magnets are becoming more attractive to students as the program grows and we are able to add Kindergarten through twelfth grade continuums. We have recently conducted lotteries in previously funded schools attesting to their growing popularity. We feel that while providing these three new schools as part of the magnet vision for Winston-Salem, we will continue to attract more students. WS/FCS was still able to provide a Magnet School education to every child requesting it for our last grant cycle schools and believe we will be able to provide more choice opportunities for students with these additional schools. In addition, if WS/FCS receives this grant, it is committed to providing transportation to any student in the county who decides to attend a magnet school. With funding under the MSAP grant WSFCS will be able to offer strong choices for all students in its district.

#### **(A) Plan of Operation**

##### **EFFECTIVENESS OF MANAGEMENT PLAN**

***(i) The effectiveness of the applicant's management plan to ensure proper and efficient administration of the project***

The Winston-Salem Forsyth County Magnet School administrators are fully committed to desegregation and have extensive experience developing and implementing desegregation strategies, including locally developed magnet school programs which will help ensure the effectiveness of the plan for proper and efficient administration of the project. The management plan that follows is critical to the support of the MSAP. It begins with the Superintendent and the

Board of Education who endorse the Magnet School program and its goals.

Winston-Salem has personnel who are experienced in the administration of magnet schools and other projects. Currently, the district has four magnets that have been in operation for three years, four that have been operating since 2001, and two that have been in operation for over 17 years. Several of these schools have earned state awards for their achievement of significantly raising test scores and three of these schools are now completely integrated. The district also has a long desegregation history, and the management plan that follows includes many of those who have helped to successfully implement past desegregation and magnet school efforts.

The Winston-Salem Forsyth County Public Schools have successfully managed federal, state and foundation funded programs for many years. Its business office currently oversees programs that bring the district over \$28 million annually. Some of these programs include: Title I, National Science Foundation, Drug Free Schools, and Title VI-B in addition to magnet funds.

The plan combines efforts of systemic curriculum reform, magnet school theme development and the reforming of schools for diversity and equity with a school and district governance structure that will monitor and coordinate these activities while providing the magnet schools with the necessary tools to implement these reforms. The magnet schools with the assistance of the Magnet School Office will eliminate structures such as homogeneous classes and ability grouping that separate and categorize children by race and socioeconomic class. Instead, they will reform their classrooms for diversity and equity by creating heterogeneous classes, eliminating or drastically curtailing in-class ability grouping and "pull-out" programs and teaching all children the same curricula based on the same high content standards and high

performance standards.

The responsibility for the MSAP program will be assigned to the **Project Director** of Magnet Schools. The Project Director reports to the Assistant Superintendent of Instructional Services and is a member of the district management team. As a result, the Project Director has direct access to the Superintendent in matters relating to this project. The Project Director supervises the management and monitoring of the budget; will prepare all interim and final program and fiscal reports using annual evaluation reports; will coordinate the operations of the magnet programs with the general education programs; will assist in the development and implementation of student recruitment and selection; will direct the development and implementation of the instructional program; will assist in staff selection; and will provide visibility and central leadership to the programs. The Project Director will devote 100% of her time to implementing the MSAP project. The Project Director will be paid through MSAP funds.

The Project Director will work directly with the three magnet-building principals. The principals will be responsible for the operation of the magnet program at each school site and will supervise instructional staff and ensure the successful implementation of the program. The principals will be responsible for implementation of the site recruitment program and provide for parent visits and open houses. **Magnet School Resource Teachers (Program Coordinators/Recruitment Coordinators)** will assist the principals at the three proposed magnet schools and participate in the magnet school planning committees, including the School Improvement Team. There will be at least two Magnet School Resource Teachers at each school to help lighten the load of the teaching and administrative staff. They will give presentations at community meetings, churches and neighborhood associations during and or after regular school

hours. They will also be trained to assist parents in the school selection process and, most importantly, in the application process (completing and returning the application in a timely fashion). They will keep individual records of their contacts with parents and follow-up visits both with letters and telephone calls when necessary. As Recruitment Coordinators, they will also make appointments for parents to visit magnet schools and meet with the magnet staff.

The Program Coordinators for each school will be instructional specialists in the theme of the magnet programs and be master teachers. They will have special expertise that will contribute to the success of the program, and they also will possess the necessary program management and administrative experience. The Program Coordinators will participate and coordinate the professional development training for the schools, making sure that the thematic and instructional needs of faculty, staff and administrators are met throughout the three-year period. The Program Coordinators will assist in the development and implementation of the information and recruiting plan for each of the schools. They will be responsible for curriculum development and facilitation and monitoring of all magnet activities at the sites. The Program Coordinators also will provide direct assistance to magnet program teachers and students in the conduct of special projects and activities. They will be responsible for the implementation of the course of instruction and special programs designed to improve student achievement.

At least one resource teacher (100% time) will serve the arts high school and will possess the appropriate skills necessary for implementing the visual and performing arts theme. Another will exhibit special training and expertise in language acquisition for the international middle school. A third resource teacher will be familiar with the Project Lead the Way curriculum and program and oversee its implementation at the engineering middle school. These coordinators will also work closely with individuals in the WS/FCS Department of Technology,

namely the Assistant Superintendent of Technology and the Technology Instructional Specialist, and with the Magnet Director to support the schools' needs in these specific areas.

**Marketing/ Recruiting:**

In order for the project to succeed, students must be convinced to enroll in the magnet programs. This is going to require an intense recruitment effort. To coordinate this campaign, the WS/FCS will hire an outside firm that has expertise in marketing schools. During the first round of MSAP grants, **PAVE Advertising** won a highly competitive bid process to market the Magnet Schools. During the past six years their expanding expertise as evidenced in their name change from PAVE Advertising to **PAVE Creative Group** has been vital in designing and helping to carry out a marketing program for eight Magnet Programs. They have a former school Assistant Principal and others with educational experience on staff. The primary contact person for the marketing firm was formerly employed as a communication specialist in the school system's Communication and Marketing Department. In addition, they have shown that their contacts with the media, expertise in advertising design, and experience in "getting the word out" are indispensable. In 2005 and 2006, their Magnet School marketing campaign won two awards of merit from the Southern Region of IABC (International Association of Business Communicators).

Furthermore, the WS/FC school district's experience with marketing school themes in its "Schools of Choice" plan has proved challenging, and it is evident that outside resources and expertise are necessary for the proposed magnet schools project. The Marketing/Recruiting Firm will report to the Project Director of Magnet Schools who will have final authority and will work closely with the WS/FCS Director of Marketing and Communications. The Firm will be responsible for the planning and implementation of the Marketing and Recruitment campaign.

Wake Forest University has also partnered with WS/FCS in order to assess the degree of success of the marketing strategies. In April 2003 the report, entitled *Magnet School Recruitment: Obstacles and Opportunities*, showed that 85% of the target audience was informed about our Magnet Program and 67% stated that they at least had a somewhat favorable opinion of these schools as expressed in this parents quote, "My older daughter is currently enrolled [in a magnet school]. She has been enrolled there since Pre-Kindergarten and I think that [this magnet school's program] is one of the main reasons she is doing so well at school."The activities of the Marketing/Recruiting Firm are described in the Recruitment section of this application.

An **Administrative Assistant** will be employed to provide administrative support for the Magnet School Office during the operation of the grant. The administrative assistant will assist in monitoring each school's budgets, keep track of all expenditures, purchase orders and inventory, and maintain project records. The administrative assistant will distribute project communications and assist in enrollment and registration processes. The administrative assistant will provide continuous access to program staff by being available to the parents and the general public, prepare correspondence, send notices of meetings, prepare minutes of meetings, schedule site visits and visitations, assist the project director in preparing interim and final reports, and compile and distribute research materials.

The following table is an organizational chart for the WS/FCS MSAP that shows the placement of the aforementioned positions and reflects the district personnel who have direct responsibilities to supporting this initiative. The chart also describes the timeline for the magnet school management structure.

**MANAGEMENT TIMELINE** (based on a July 1-June 30 program year)

<b>Activity</b>	<b>Responsible</b>	<b>Pre-Grant</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Establish Planning Teams for new magnet schools	Magnet Project Director/ Principals	July, 2006	N/A	N/A	N/A
Identify Facility Needs	Assistant Superintendent of Operations	January, 2007	N/A	N/A	N/A
Finalize Project Design	Magnet Project Director	March, 2007	N/A	N/A	N/A
Determine and/or Develop Program Evaluation Instruments	On-Site Program Director and Outside Evaluator	March-August, 2007	October, 2008		
Present Project for Board of Education Approval followed by Annual Reports	Superintendent	April, 2007	May, 2008	May, 2009	May, 2010
Identify Magnet Staff	Principals	Upon Award, (July,	April, 2008	April, 2009	April, 2010

		2007)			
Design Flyers and Brochures	Marketing/ Recruiting Firm	Upon Award	December , 2007	December, 2008	December, 2009
Initiate Media Marketing	Marketing/ Recruiting Firm	Upon Award	On-going	On-going	On-going
Recruit Students	Marketing/ Recruiting Firm	Upon Award	On-going	On-going	On-going
Host Parent Informational Meetings	Principals	Upon Award	January, 2008	January, 2009	January, 2010
Conduct Student Selection Lottery	Magnet Project Director	Upon Award	March, 2008	March, 2009	March, 2010
Hire and Assign Personnel	Director of Human Resources	Upon Award	May, 2008	May, 2009	May, 2010
Develop Curricula for the New Magnet Programs	Program Coordinators & Curriculum Coordinators	Upon Award, Summer, 2007	On-going	On-going	On-going
Purchase Textbooks, Equipment and Supplies	Program Director	Upon Award, Summer, 2007	August, 2008	August, 2009	August, 2010
Continue	Marketing/	N/A	August,	August,	August, 2010

Recruitment Efforts	Recruiting Firm		2008	2009	
Provide In-service Training for Teachers	Program Director, Program Coordinators & Curriculum Coordinators	June-August, 2007	On-going	On-going	On-going
Orient School and District Staff to Project Objectives and Activities	Magnet Project Director	Sept./May, 2006-07	Sept./May, 2007-08	Sept./May 2008-09	Sept./May, 2009-2010
Schedule Parent Participation and Training Activities	Marketing/Recruiting Firm	Upon Award	On-going	On-going	On-going
Provide Supplemental Instruction to Students	Principals	N/A	Aug./Jan. 2007-08	Aug./Jan. 2008-09	Aug./Jan. 2009-2010
Host Parent and Community Open Houses	Principals	N/A	Aug./Jan. 2007-08	Aug./Jan. 2008-09	Aug./Jan. 2009-10
Legislator's Day	Magnet Project	Upon	October	October	October 2009

Breakfast	Director	Award	2007	2008	
Community Open House	Principals	Upon Award	October, 2007	October 2008	October, 2009
Establish Magnet Advisory Committees	Principals	January, 2007	October, 2007	October, 2008	October, 2009
Collaborate with Local Organizations	Principals, Marketing/ Recruiting Firm	On-going	On-going	On-going	On-going
Conduct Site Visits and Collect Evaluation Data	Program Director and Evaluator	N/A	On-going	On-going	On-going
Write and Submit Progress and Financial Reports	Program Director	N/A	December, 2008	December, 2009	December, 2010
Prepare Evaluation Report	Evaluator	N/A	April, 2008	April, 2009	April, 2010
Prepare Final Report	Magnet Project Director	N/A	July, 2008	July, 2009	July, 2010

## ATTAINMENT OF SPECIFIC OUTCOMES

*(ii) The effectiveness of the applicant's plan to attain specific outcomes that:*

*A) Will accomplish the purposes of the program;*

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 is a whole school magnet. (Every student will fully participate in the program.) The total enrollments of each existing school are: Philo Middle School-477; Hanes Middle School-600; Reynolds High School-1535.

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

Current / Projected Enrollment % Minority				
School Name	Current Min%	2007-2008 Min%	2008-2009 Min%	2009-2010 Min%
Hanes Middle School	62.0%	61.5%	55.8%	53.0%
Philo Middle School	89.9%	87.4%	83.0%	75.7%
Reynolds High School	58.2%	57.6%	56.1%	52.8%

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 district-wide 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 be based on North Carolina State academic content and student academic achievement standards and, at the same time, will develop its magnet theme. This will be supported by the project and district office resource staff. **Objectives: 2.1** By October 15 of each project year, the School Improvement Council at each magnet school will have completed or revised a Comprehensive School 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; (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 Improvement Council of my school: (a) Elicited teacher input. (b) Developed and implemented policies. (c) Accepted feedback.* (2) *The school improvement plan: (a) addressed 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) helps improve student test scores. (f) helps 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 resource teachers will facilitate and support activities related to systemic reforms and provide 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 and the implementation of scientifically-based reform models such as Joseph Renzulli School-wide Enrichment Model, Learning Centered Educational Program, and Project Lead the Way in magnet schools. The success of these activities will be determined through teacher observations (using a protocol developed by the evaluators, principals and magnet project 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 (baseline information will be collected at the end of project year 1), in the number of parents of magnet school students who participate in school activities related to the education of their children. The success of these activities will be determined by agendas and attendance sheets of school sponsored parent activities, other records of parent-school interactions kept by school staff, and by an analysis of parent 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 Comprehensive School 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 resource teachers at each magnet school.

**Objectives:** 3.1 Throughout each project year, the magnet resource teachers will facilitate and support the development and implementation of the magnet themes. The success of these activities will be determined through teacher interviews, and agreement (90%) 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 resource teachers 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, but 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 protocols developed by the evaluators, principals and magnet project director and peer review of units and lessons produced as a result of this program. All lessons must pass the peer review or be modified until they pass.

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.

**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 meet 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 the End-of-Course (EOC) assessments in Reading and Mathematics. Students in grades 5 and 8 also take EOG tests in science. North Carolina will use the EOG and EOC Reading and Mathematics tests for determining the AYP status of elementary, middle and high schools. North Carolina uses End Of Course data to determine the status of ABC (North Carolina's accountability system) in high schools.

Using the federal formula for setting AYP, North Carolina has established the following AYP standards for 2006 – 2007 testing in elementary/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 or graduation 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 the EOC tests for high school students. 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 Targets:</b>								
gr. 3-8:	76.7%	65.8%	84.4%	77.2%	84.4%	77.2%	84.4%	77.2%
gr. 10:	35.4%	70.8%	56.9%	80.5%	56.9%	80.5%	56.9%	80.5%
<b>State AYP</b>								
<b>Benchmarks:</b>	75%	80%	79%	82%	82%	85%	85%	89%
gr. 3-8:	78%	76%	81%	80%	84%	83%	88%	87%
gr. 10:								
<b>School Achievement</b>								
All Students								
<b>Racial/Ethnic Group</b>								
American Indian								
Asian American								
Black								
Hispanic								
White								
<b>Disability Status</b>								
Disabled								
Non-Disabled								
<b>English Proficiency Status</b>								
Limited English Proficient								
English Proficient								
<b>Economic Status</b>								
Disadvantaged								

Non-Disadvantaged								
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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 the 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.

***(ii) The effectiveness of the applicant's plan to attain specific outcomes that:***

***B) Are attainable within the project period;***

All objectives, shown in the preceding section, are written to be accomplished within the three-year project period. Each objective has an individual timeline for the Project Director to use in managing the magnet school grant. The management timeline with project activities and personnel responsible has been established for the three years of the funding cycle and is outlined in the table beginning on page 27 of the Program Narrative. Each year the annual outcomes will be reviewed to determine the progress in meeting the objectives of the project. The external evaluator will provide critical summative feedback annually and qualitative implementation feedback after each site visit in an effort to assist the district in attaining all desired outcomes by the end of the project period. All objectives will be accomplished by June 30, 2010, the end of the project period. The three proposed magnet schools will begin operation during the 2007-2008 school year with significant professional development, theme implementation, and recruitment efforts that will be realized in the subsequent years. The schools will implement the magnet program for all grades at the outset of the initiative.

***(ii) The effectiveness of the applicant's plan to attain specific outcomes that:***

***C) Are measurable and quantifiable***

All of the project objectives are measurable and quantifiable. The WS/FC school district has set goals that can be evaluated and has established standards for that evaluation. The projected outcomes are realistic and were developed using historic data and the best judgment of

the staff and contracted experts. The methods of evaluation are detailed in the Evaluation section of this application. Each objective is tied to a purpose of the MSAP legislation and incorporates performance indicators, which will also be specifically detailed in the Evaluation section of this application. The data and other information requirements that are suggested by the MSAP Office accompany the objectives. All reports and records will be formatted to provide the required information that conforms to the Performance Indicators.

*(ii) The effectiveness of the applicant's plan to attain specific outcomes that:*

*D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes.*

The management plan for this project is designed to ensure that WS/FCS staff are continually aware of the status of the program and involved in the project's implementation. The reporting relationships between and among staff are designed to make all staff available to support the magnet program and make ongoing corrective actions needed. Evaluation data will be used to inform the project. By examining implementation, problems will be corrected. Financial tracking methods will be used to ensure the fiscal integrity of the program and that resources are available to meet project objectives. The Magnet School Assistance Program requires objectives and outcome targets for each year of the three-year project period. These are transitional targets to gauge the progress the project has made in reaching its final objectives, which will be evaluated as of June of each project year. These objectives and annual outcome targets are described beginning on page 32 of the Program Narrative.

## EFFECTIVE USE OF RESOURCES TO ACHIEVE OBJECTIVES

*(iii) The effectiveness of the applicant's 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.*

The Winston-Salem/Forsyth County Schools will use resources and personnel that are made available through the MSAP to substantially change three of the district schools to make them attractive through dynamic magnet school themes and to improve the academic achievement of all students attending the schools. The MSAP personnel and resources will be coordinated with local staff and resources to produce a unified and consistent program of systematic school reform.

WSFCS personnel will endeavor not only to improve the academic performance of each magnet school, but to change the capacity and culture of our three schools to support the changes that need to be made, and that will provide equal educational opportunities for all students. This climate change will be brought about by the implementation process as facilitated by the project staff (project director, program consultant, magnet school resource teachers). They will build the capacity of school staffs to develop and implement magnet themes, to align curricula and assessments (class tests and authentic assessments) with high state standards, identify and adopt exemplary teaching strategies, guide their own staff development, and create more and better opportunities for parents to support the education of their children.

### Central Administration:

The central administration of the school district will assist in the operation of the project. The key person in this will be the Project Director. The Project Director will identify and mobilize

the key central personnel to support the project in the three schools. This means that she will carefully coordinate the key departments necessary for effective project operation. These departments include:

**Instructional Services** – for the provision of high level content for curriculum development and professional development and for the housing of the Magnet Schools Office

**Human Resources** – for the hiring and assignment of staff

**Operations (includes Transportation)** – for the timely maintenance and renovations in magnet school buildings and for the efficient delivery of students to the schools

**Financial Services (includes Purchasing)** – for the accurate maintenance of financial records and for the timely ordering and delivery of supplies, materials, and equipment

**Marketing and Communications** – for technical assistance and coordination with the marketing of the magnet schools

**Office of Superintendent (includes Legal)** – for overall project leadership and for technical assistance to assure that project procedures are in accord with the latest rulings and interpretations of the law

**Technology** – for installing and maintaining equipment and for daily technical assistance

**Student Assignment** – for the efficient assignment of students to the schools based on the district-wide lottery

**Accountability Services** – for scoring tests and providing data on all State and Local tests

Key to the role of the central administration is the subject area specialists in Instructional Services. They will provide subject-specific expertise to the implementation of the project. This expertise will be needed to develop a strong high-level course of study that meets the requirements of the *NC Standard Course of Study* and the thematic needs of the magnet schools.

The specialists also will assist in the delivery of staff development by either providing the training themselves or by identifying individuals or organizations that can provide the training. They will also lend their expertise in locating instructional materials and supplies to support the thematic instruction in the schools.

**School Sites:**

The key to the implementation of the project at the schools is the building principal. The principal will take primary instructional and administrative responsibility for the effectiveness and success of the project. The principal will mobilize the teaching staff to implement the program in their classrooms. The supplemental magnet staff will assist in the school-wide implementation by providing support to classroom teachers.

Primary support will come from the program coordinators who will be hired to support each of the three magnet programs. Two Magnet Resource Teachers/Program Coordinators will support each school. The program coordinators will be responsible for working with the principals to implement the special courses of instruction and to provide the appropriate professional development.

***STRATEGIC APPROACH***

The WS/FCS magnet project will have a strategy for each of the major purposes of the MSAP. These strategies will be shared with all project staff and the faculty of the schools. The strategies will be coordinated efforts to achieve the effective and successful implementation of the magnet school program. The sections following will address each strategy and the way in which it contributes to the success of the project.

## Strategies Used to Achieve the Elimination/Reduction of Minority Group Isolation

### Overall Strategies of the WS/FCS

The reduction of minority group isolation at the target magnet schools is based on the ability of the schools to attract large numbers of non-minority students. There are two aspects to this strategy. The first aspect is the development of new, highly attractive magnet programs that are structured to meet the needs of students and their parents. Two of these Magnet programs are designed around "feeding" already successful high schools with an International Studies program and a Pre-engineering program. One program will introduce middle school students to Mandarin Chinese and Global Technology to be continued at the high school level. The other program will introduce math, science, and pre-engineering concepts to students to be continued at a high school program. The high school proposed site would be a destination and continuation of already existing elementary and middle arts schools. All of these programs will include the instructional use of technology and employ highly effective instructional methods. The programs will not only offer the most up-to-date technology, but also a wide range of instruction that is oriented toward developing the talents of every student in the schools.

While WSFCS has already created three elementary-middle school pairs of Magnet Schools, our agreement with the OCR in 2000 asked us to create five pairs of Magnet Schools. This proposal would add two additional middle schools and a high school while providing a destination high school for Arts magnet programs already in existence. These K-12 clusters further attempt to meet the district's original OCR agreement and offer a continuum for students and will increase all magnet schools' success in reducing minority group isolation.

The second aspect of the strategy is aggressive public relations and marketing to support

the instructional program. Schools, typically, do a poor job of marketing their product. Parents must be made aware of the opportunities available to them and the high quality programs that are available at the magnet schools. The WS/FC school district will base their recruitment on a massive marketing campaign that is detailed later in this application. The Marketing/Recruiting Firm, which will be hired through MSAP funds and report to the Magnet Schools Project Director in coordination with the WS/FCS Director of Marketing and Communications, will maintain responsibility for developing and implementing the marketing and recruitment program

The utilization of state-of-the-art technology and the collaborations with community organizations, community leaders, highly skilled artists will provide Reynolds High School students with 9-12 educational opportunities that they could not find elsewhere in Winston-Salem. Arts integration training will help students and teachers identify areas of giftedness they may have never perceived before. According to the Kenan Institute, "the creativity inherent in the arts taps the multiple ways that students learn and thus opens up new and deeper avenues for understanding the curriculum. As teachers and schools work together to integrate the curriculum through the arts, they develop new capacities for sustained improvement."

At Philo the emphasis will be placed on global communication in an ever changing world. Language immersion will be the strategy for involving students in language acquisition in this international global communication program. Mandarin Chinese was the chosen language because China is one of the fastest growing, emerging economies in the world as well as the most widely spoken language in the world. Mandarin Chinese is touted as one of the world's critical business languages. An understanding of the language and culture of China will enable students to make sense of the world around them. The Chinese culture and economy has direct ties to the Western world. That has been shown recently in the dramatic drop in the Chinese

market and its effect on the rest of the world's markets. Understanding the trade market involving China will also be key in understanding the future of trade with this growing economy. With the flattening of the world, the ability to understand and communicate would be a must in our global marketplace.

Hanes Gateway and Pre-engineering Academy will be the only middle school Project Lead the Way in the district. This school will be stepping into uncharted territory with its radical approach to project-based learning through math and science skills and its preparation for a career in engineering. This school will become a 21<sup>st</sup> century learning academy in which learning comes alive through problem-based and cooperative real world examples. The students will be called upon to use higher order thinking skills in a social setting. These are skills imperative for students to survive in the workplace today.

### **Strategy to Achieve Systemic Reform**

*Demanding more from our schools is not enough- the system itself*

*(at local, district, and state levels) must be fundamentally changed."- James Thompson*

With the increase in child poverty, the shift from the traditional family, the globalization of our society, and the inability of social welfare and social-service programs to meet all these new needs, schools have been burdened with additional responsibilities. While needs have changed most schools have not. Systemic Reform is the reconceptualization of education from the ground up, beginning with the nature of teaching and learning, creation of innovative learning environments, and school, business, and family relationships.

Systemic reform involves the development of plans to implement programs that change

schools by:

1. Setting challenging educational goals for all students;
2. Aligning policies and actions to promote challenging educational goals; and
3. Re-structuring school governance systems to support improved achievement.

Each proposed Magnet School was required to write its own Program Description. In a series of workshops hosted at our central office each school engaged in reflecting, rethinking, and then ultimately designing a plan that would restructure them. All the meetings required the presence of the principal for each school as research done by Barkley and Castle find that it is important for individuals in the upper levels of an organization to demonstrate support for and understanding of the need for change. Each school designed a program with its intent to use systemic reforms in order to overcome educational and, to a lesser degree, societal inequalities. Their program designs embrace reforming the school structure in order to provide diversity and equity in every classroom i.e. doing away with low tracked classes. In addition, their program descriptions spell out how their program will meet the needs of females, gifted, remedial, learning disabled, and the average student.

As part of local systemic reform efforts and the proposed magnet program, the WS/FC school district will continue to focus on raising academic standards and closing the majority/minority achievement gap. The district will make increasing the number of students, especially those traditionally underrepresented, who take higher level science and mathematics courses and graduate prepared to pursue post-secondary science, mathematics, engineering, and technology (SMET) studies a priority.

The objectives set forth in the proposed magnet initiative will raise the bar on student performance and certainly will align with the district's systemic reform efforts to raise standards

and close achievement gaps. The themes of the three proposed magnet schools will support increased student achievement. For example, research indicates that schools that use Howard Gardner's Multiple Intelligences have increased attendance, attitudes and behavior. Thus, students attending Reynolds High School will benefit from the arts integration program being offered. The language immersion approach has been shown to increase academic performance. Philo will use this approach in conjunction with the global technology emphasis. As North Carolina and other states call for more schools that allow students to stay ahead of international competition and call for all students to use technology to access new knowledge Philo Magnet Academy will be fitting the need for these skills. While society is calling for more emphasis on math and science for the United States to be globally competitive Hanes Gifted and Pre-engineering Academy will answer this call. The Project Lead the Way theme for Hanes will not only encourage underrepresented students, female and minority, to pursue engineering as a career, the program will also integrate higher levels of math and science into all aspects of the curriculum. While all three of these schools are different in their approaches each of these schools will address needs in Winston-Salem/Forsyth County schools and expand choice for the students of Winston-Salem.

Initiatives in these magnet schools will be system-wide pilots for initiatives we hope will become pervasive throughout the Winston-Salem/Forsyth County school system. Hanes Gateway and Pre-engineering Academy and Philo Magnet School will be using a balanced approach to literacy stressing reading comprehension strategies school wide and high interest libraries in the classrooms. The three schools will be using reading and writing strategies across the curriculum to lay the groundwork for literacy which will allow a strong implementation of the schools' themes.

Reynolds High School will be using arts integration school-wide which allows for arts to be integrated where there is a natural fit with the high school curriculum. As high schools are encouraged to become learning communities this approach of interdisciplinary planning at the high school level will be an example for other high schools in the district.

Reynolds High School, Philo Magnet Academy and Hanes Gateway and Pre-engineering Academy are addressing the mission statement that the North Carolina State Board of Education has put out that students need to be future ready with:

- Rigorous and relevant core curriculum that reflects what students need to know in the 21<sup>st</sup> century, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as life-long learning.
- Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.

Each of these schools will collaborate with national and international partners to discover transformational strategies that will facilitate change. These schools will work with staff, parents, and businesses to create an educational environment that will address the needs of the 21<sup>st</sup> century and prepare their students to be marketable in the global society in which we find ourselves. These schools will lead the initiative in developing innovative ways to address national reform to better equip our students to survive in today's society. They will set challenging educational goals and restructure traditional school settings into innovative educational communities.

## Strategy to Develop and Design Innovative Educational Practices

The magnet schools proposed in this application have unique and innovative themes. These themes were developed by the schools with the active involvement of parents and members of the Winston-Salem/Forsyth County community over the last six months. The special activities and instructional areas were conceptualized in workshops that involved representatives of the faculty, parents, and community members. Each school has a strategy that involves the full implementation of its magnet theme and incorporates elements of best educational practices that are designed to raise student achievement.

The Math, Science, and Pre-Engineering theme for **Hanes Gateway and Pre-Engineering Academy** derives from a need to prepare students for the engineering field and reinforce their interests in math and science. Instruction will be delivered in an interactive learning environment at Hanes and this type of learning environment will be available to them at Atkins Academic and Technology High School. All students being exposed to instruction addressing their individual giftedness will bring out the best in the students at Hanes. **Philo Magnet Academy** will be the only Mandarin Chinese language immersion program in our system and will feed the International and Foreign Language focus at Parkland High School. The students studying Mandarin Chinese will be able to continue this language at Parkland. The school-wide learning projects dealing with Internationalism using global technology will prepare students for the highly rigorous curriculum awaiting them at Parkland High School. Students at Parkland are asked to create International Projects throughout the year in each course. The innovative school-wide approach that Reynolds will implement for students with varying interest

in the arts, from learning science through visual art to actually studying film-making, will provide motivational tools to help students that are often disenfranchised with the traditional high school. The curriculum will provide vast opportunities for students to explore their areas of interest in fields that are rapidly growing. In addition, these fields recognize the global infusion of technology into the corporate and research structure of our community.

**Reynolds High School** plans to build on the success that our district schools, Diggs, Hill, Mineral Springs Middle School, Mineral Springs Elementary School, have enjoyed as they have implemented the performing arts and arts integrations programs. For instance, Diggs Elementary met AYP in the school year 2005-06 and Mineral Springs Elementary and Mineral Springs Middle met AYP in the school year 2004-05. Marketing and Recruiting has yielded a growth in applications for our arts magnet schools. Magnet Enrollment has more than tripled since 2004 attesting to the attraction for the arts our schools have provided.

**Philo and Hanes Middle Schools** will utilize components of the Renzulli School-wide Enrichment Model, a programmatic application of Gardner's Multiple Intelligences Theory (Gardner, 1983). According to Joseph Renzulli: "Laypersons and professionals at all levels have begun to question the efficacy of programs that rely on I.Q. scores and other measures of cognitive ability as the primary methods for identifying which students can benefit from differentiated services. Traditional identification procedures have restricted services to small numbers of high-scoring students and have excluded large numbers of at-risk students." These schools will identify interests and talents on a much broader basis than through I.Q. scores by using the concepts supported by the Renzulli Model. The Renzulli model believes that a wider variety of talents should be identified and nurtured in children from all cultures and socio-economic backgrounds. In addition, it emphasizes methods to increase student engagement in

their curriculum and assignments helping them to become more deeply interested in the subjects they are exploring.

### **Strategy to Strengthen Academic Knowledge and Skills**

The schools will redesign the instructional program to better individualize instruction to meet student needs. Program Coordinators and other school-based content specialists will assist teachers in modifying their classroom delivery. Students will have access to computer programs in the classroom, which support individualized instruction and assistance.

The magnet schools will use their unique themes to stimulate student interest and motivate the students to want to learn. However, as part of the magnet themes, higher academic expectations and standards will pervade the schools. Thus, the schools will provide students with the necessary support during both the regular school day and extended-day activities to ensure that they achieve proficiency (Level III or IV) on End-of-Grade or End-of-Course tests.

Additionally, the three schools will require all students to conduct an integrated project that incorporates the theme and areas of study at their specific schools. The projects, composed of a research paper, product or performance, and an oral presentation, will teach students the skills necessary for post-secondary studies and future employment. Teacher will score the projects using a rubric that assesses each component of the project.

Since the WS/FCS magnet school programs are designed to provide quality, integrated educational programs, which meet individual student needs, talents, and interests, the district recognizes the importance of developing a strong professional development program. This

recognition is supported by the WS/FC school system's previous experience with the National Science Foundation's Comprehensive Partnership for Mathematics and Science Achievement. This initiative demonstrated that systemic reform cannot be accomplished by short, disconnected professional development experiences. Thus, the implementation of the three magnet schools will require extensive in-service and professional development programs.

The professional development programs will give teachers the opportunity to learn instructional methods and practices that are grounded in educational research, improve student achievement, and are appropriate to their new magnet schools. For details on each school's professional development program, see the individual school's project designs in Section III, (c) of this application.

Teachers will engage in professional development prior to fully implementing their magnet program and also during the second and third year of the program. This will provide an opportunity for modification of the program to meet the reality of the classroom. It also will give teachers the opportunity to address problems and resolve issues that arise during the year. In the event federal grant funds are received after the start of the 2007-2008 school year, professional development will take place during the school year. The WS/FCS will release teachers on a regularly scheduled day for professional development and utilize reserved professional development days.

The Magnet School Resource Teachers/Program Coordinators will perform regular classroom observations to assess the appropriateness and utilization of professional development activities. They will collect data and observations to determine whether the initially planned curricula meet the needs of students. As gaps are identified, the Program Coordinators will work with the Director to organize curriculum teams to revise or develop subsequent professional

development programs.

### Strategy to Improve Capacity to Continue Magnet School Operation

*Continuing the program without federal funds:* Once the program at each school is established using federal funds, WS/FCS plans to sustain the program through school system funding allotments reserved for implementing new programs. The school system is committed to extending the Magnet School program sustaining it at a level of excellence even without grant funds. The Magnet School Assistance grant is vital to providing funds for training our staff and updating the facilities and equipment to accommodate our new themes, however, all continuing expenses will eventually be allocated through an increased regular school budget. Active parent groups and volunteers will help to sustain the program and will organize groups to raise funds for purchasing additional technology and for continuing maintenance of this new equipment at the end of the grant cycle. Personnel allotments will address any increased student populations that results from growth in magnet school enrollments. Special allocations for one key program coordinator have been funded for previous magnet schools after the end of their grant cycle also.

Program continuation is dependent upon teacher implementation of the Magnet philosophy and approaches. Teacher training paid for by the grant will equip staff to train others. In addition, staff development money allotted to every school will be budgeted each year to fund training for new teachers in the program. The WSFCS is committed to building capacity of its teachers to deliver high quality, cutting edge instruction.

The Magnet School Assistance Grant will “launch” the program by providing seed

money needed to initiate a successful program. The students and parents in the inaugural group of our Magnet Schools will serve as the number one advertising agent. Through their positive experience and the expectation of excellence the schools will gain the respect needed to sustain the program and continue their success.

### Strategy to Ensure Equitable Access to High Quality Education

#### EQUAL ACCESS

*(iv) How will the applicant 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?*

There will be equal access available to all eligible pupils to the magnet programs. All students attending the proposed magnet schools will be allowed to continue in their program. Entrance to a magnet school is noncompetitive. Entry is based upon desire and interest in the theme by the student and his/her parents. The district will not use any academic or other admission criteria for determining whether a student is eligible for admission to any magnet school. All enrollment will be voluntary.

Any student residing in WS/FCS who is in kindergarten through 12<sup>th</sup> grade is eligible for enrollment in the system-wide magnet theme schools. For their child or children to be considered for enrollment in one of the system-wide magnet theme schools, parents or guardians must submit an application by the deadline established by the Superintendent. The WS/FCS shall select students in accordance with Policy 5117. Section II and VI of the Policy are shown in

Part V, Table 5 of this application.

**Meeting the Needs of English Language Learners:** Entering the school as a person without the skill of being able to speak the predominant language can create a scenario ripe with the chances for failure. Therefore all of our proposed magnet schools will utilize the arts to create involvement that does not require an advanced understanding of English. Courses like music, visual arts, gymnastics, and dance students can see skills modeled and then perform. While language courses are essential, the English Language Learners must also engage in experiences that bring them in closer touch with the predominant culture enhancing the chances for multi-layered understandings of their new setting.

Regardless of whether students are bilingual or English as a second language are used to teach limited English proficient students English, once they are placed in the mainstream, there are few teachers with English as a second language strategies and methodologies to assist them.

Researchers such as Cummins differentiate between the context reduced languages needed for academic subjects which they call Cognitive Academic Language Proficiency (CALP), and the context embedded language needed for less formal interactions which they call Basic Interpersonal Communications Skills (BICS).

Context-embedded communicative proficiency is what students would need to carry on face-to-face social conversations with adults and peers. Gestures, facial expressions, intonation, and situational cues help students negotiate meaning. This level of native like proficiency generally takes students two years to master. Tasks at this end of the continuum between BICS and CALP are not very demanding.

Context-reduced communicative proficiency relies heavily on linguistic cues and involves abstract thinking. It is what we think of as traditional academic instruction, and takes longer than

content embedded proficiency to master. Context-reduced CALP skills need to be taught not only during English as a second language classes, and bilingual classes, but also by regular classroom teachers who are instructing English Language Learners after they enter the mainstream. Magnet school teachers in schools with English Language Learners will receive professional development for English as a second language methods and strategies that can be integrated into their subject area instruction.

**Meeting the Needs of Disabled Students:** Each school will utilize a performance-based approach that identifies how subsequent opportunities, resources, and encouragement can be used to develop high levels of potential in all young people. Regardless of the students' development and achievement levels, authentic enrichment experiences still provide students with the critical thinking skills they need to become more effective problem solvers. WS/FCS is also committed to making all of its magnet schools accessible to the physically disabled. In each major renovation, or new construction project, the district makes accessibility a priority.

Utilizing mainstream, resource, and inclusion models of instruction makes it possible to provide direct instruction in appropriate settings. Exceptional Children students are traditionally limited in the areas of verbal/linguistic and mathematical/logical skills and therefore benefit from models of delivery that emphasize each student's areas of strength rather than their areas of weakness. Working through the individual student's strengths and strongest learning modalities allows children that learn differently to have an opportunity for success and develop their leadership potential in non-traditional areas.

The student-driven aspects of each model in this Magnet will motivate all students to achieve at their highest levels. Students will select their own fields of study, which will naturally produce strong task commitment. When selecting areas of interests, students may intuitively

choose areas where they also have talent, giving them an arena for excellence. These factors, combined with creative ways for demonstrating learning—student products as opposed to pencil and paper tests—*will give disabled students the opportunity to develop gifted behaviors in areas where they exhibit both talent and interest.*

**Meeting the Needs of Female Students:** Although female enrollment in post-secondary schools is on the rise, a poll conducted by the American Association of University Women (A.A.U.W.) demonstrates that gender bias still exists in schools, particularly in the areas of science and math. Both female and male students polled indicated high levels of interest in science; however, male students demonstrated higher levels of confidence in their ability to do science. As a result of this poll, the A.A.U.W. created a report entitled *Growing Smart, What's Working for Girls in Schools*. The report detailed a number of programs and strategies that can help provide more equitable education for girls. While no single program or strategy will work for every school system or every child, there were a number of elements that were consistent across the programs studied by the A.A.U.W. Those elements are celebrating girls' strong identity, respecting girls as central players, connecting girls to caring adults, ensuring girls' participation and success, and empowering girls to realize their dreams. Our Magnet Coordinators have agreed to embed the above elements in their staff development.

Several Schools also have specific parts of their program that will meet the needs of traditionally under represented students. A description for each is included in their individual program narrative.

## RECRUITMENT OF STUDENTS FROM DIFFERENT BACKGROUNDS

*(v) The effectiveness of the applicant's plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.*

## MARKETING AND RECRUITMENT

Marketing and recruiting are the key elements in assuring that the project will expand school choice options for parents and students in lower-performing schools and will recruit students of different social, economic, ethnic, and racial backgrounds to the magnet schools.

***Marketing Partnership:** WS/FCS will continue to work with our established marketing partner, PAVE Creative Group, to refine existing strategies and to develop new marketing efforts to actively promote the expanding WS/FCS Magnet School offerings. The program will utilize targeted communications to appeal to the local community, including students and parents of diverse backgrounds. Maintaining this existing, successful relationship will allow WS/FCS to leverage Magnet Program successes achieved during the past six years and further ensure that marketing needs are defined and addressed in the most efficient, cost-effective manner.*

### **Lessons Learned From Past Experiences**

During the past six years of promoting the WS/FCS Magnet Program, our team has been able to refine marketing strategies and tactics based on study and survey results, observations from consultants, and conversational feedback with administrators, students, parents, and teachers. Based on these experiences, marketing recommendations for the expanded Magnet Program will focus on tools that have proven most effective in communicating with our target

groups as well as new communication technologies.

One key component of our recruitment efforts will be to refine our message to appeal to target parents who desire to make active decisions about the schools their children attend, who seek high-quality educational programs, and who want more diverse school settings.

In terms of media and public relations, we will continue to capitalize on the local media's interest in magnet schools and school choice. By focusing on the "human interest" angle, we plan to secure regular positive stories that highlight the unique qualities of magnet schools. When appropriate, we will work with each school to identify events or other special programs that the media could cover or attend as "special guests" in an effort to generate additional publicity.

The Magnet Program Web Site is proving to be a communication tool of choice. Data indicates that Internet usage is continually increasing among our target constituents and we plan to enhance the timeliness in which information is updated to heighten community interest and respond to parents' desire for news.

### **Strategic Direction**

Based on thorough analysis of the previous two years, the marketing strategy for years 2007-2010 will be focused on communicating the breadth and depth of curricular and extracurricular offerings as well as the diverse strengths of the WS/FCS Magnet Program. Marketing efforts will support the goal of optimizing communication in three distinct phases: *Awareness, Recruitment, and Retention*:

- **Awareness:** Previous marketing efforts have created a high level of general awareness of magnet schools and we will continue general awareness efforts that have proven successful. We will continue to affirm the positive aspects and success of existing

programs; work to create higher-level awareness of curricula, program features and benefits; and provide information to assist parents and students with making relevant choices. Past successes may be leveraged by including testimonials in key print and online communications to encourage personal connections to new and existing magnet programs.

- **Recruitment:** The key focus of our marketing effort is to attract families and enroll students from our target groups to reduce racial isolation and to offer choice for parents whose children are in underperforming schools. With that in mind, each communication will be developed to clearly outline choice opportunities and illustrate how program benefits apply and extend to the next level of schooling. All communication will be developed with calls to action that encourage applications for enrollment.
- **Retention:** Once parents have shown an interest in a magnet program by making a school visit, calling for information, or applying to a program, it becomes important to continue targeted communication about the program and school in which they are interested. The goal is to make parents and students feel part of the magnet school community by building relationships with teachers and current and incoming students. Communications will serve to reinforce the unique offerings of the magnet programs and how these programs are improving lives and providing unrivaled learning opportunities for students in Winston-Salem and Forsyth County.

### **Deliverables**

Support for accomplishing our strategies will be founded in printed materials, timely print-based newsletters, marketing events, event promotion materials, media relations, and greatly enhanced online services and e-mail communications.

**1) Strategic Marketing Plan:** This will outline in detail the purpose, format, timing and cost for all elements and modes of communication over the grant cycle. It will include optional or alternative deliverables which may be implemented as circumstances evolve. Each deliverable will be aligned with measurable goals and objectives for each year and for the life of the grant.

**2) Printed materials:** Some of these items, such as a county-level overview brochure, were developed in previous cycles and need only to be updated. Other print collateral pieces that will be developed include individual school-level pamphlets with school-specific information and custom photography taken at each school. Low-cost, targeted direct mail pieces will be created using these assets to reflect the overall magnet campaign theme.

**3) Newsletters:** Developed as an ongoing semiannual communication, these newsletters will be distributed to all schools in the system as well as to targeted merchants to inform students and parents of happenings in the Magnet Program. These newsletters will focus on high-interest stories that showcase student successes and innovative programs. The newsletter also will feature articles about key faculty and visiting faculty. We will produce both printed and online versions of these newsletters.

**4) Individual School Web sites:** Recognizing that parents often go online in their initial efforts to gather information about magnet schools, we will develop easily updatable Web sites for each magnet school. Staff will be given training in content management for the sites, provided tactics to promote them internally and externally, and be instructed on how to use their sites as recruiting tools.

**5) Enhancements to Magnet School Program Web Site:** These will likely include improved multimedia components to make better use of student and school photography, audio, and video; a Flash program overview, which also may be used on a promotional CD-ROM; and sections for

parent or student testimonials that will include audio, video, and photography. The design of the current site will not be changed so that we leverage the investment of the magnet school brand to this point.

**6) Interactive DVD:** Magnet schools have been able to use technology in innovative and exciting ways that are typically not offered in public schools. Recognizing this fact and our audiences' interest in technology, we will develop a video-based, interactive DVD that highlights magnet school success stories and well as promotes benefits and features of each of the magnet programs.

**7) Broadcast Email Program:** With permission from interested audiences, we will work to develop an ongoing email program that leverages other communication efforts, including radio, TV, and the magnet newsletters. These emails will encourage visits, contacts, and invitations to special events with the goal of creating two-way, ongoing communication between the schools and students and parents. Web-based and traditional methods for subscribing to email communications will be developed and simple opt-out and "email-a-friend" functionality will be provided.

**8) Media Relations:** We are aware that each school, its teachers, and administration, are increasingly asked to undertake more and more responsibilities. While each school is filled with story ideas, often these individuals are too busy to identify the media potential of student activities and accomplishments within their schools.

We will meet regularly with magnet teachers and principals at each school to identify and help them recognize newsworthy events. We will use these discussions to develop a list of potential story ideas for the media and to identify appropriate spokespeople for each school. Talking points will be developed and media training provided as appropriate. PAVE will

coordinate with the media and the schools to pitch relevant story ideas, schedule visits to the schools, and secure photo/video release forms as necessary.

Other opportunities to promote magnet schools include taking advantage of free community calendar opportunities provided by local radio stations, television stations, newspapers, and community and general-interest Web sites.

**9) Public Relations:** Many grassroots and formal opportunities exist to support the schools in making good impressions with the public. PAVE will visit each new magnet school to tour the campus and develop a list of observations related to elements that are working well and those that could be improved. Using that information, we will collaboratively train leaders and administration at each school to give effective tours of their buildings.

Other suggestions include:

- Developing a series of presentations to be used in civic meetings and other public forums. These presentations will include key speaking points and support materials for magnet program representatives.
- Identifying grassroots marketing opportunities that take advantage of the parental “grapevine.” Surveys conducted during the magnet enrollment period have shown that parent-to-parent communication is how most parents first find out about magnet school programs. Those opportunities could include giving free tickets to current magnet parents to a performance at a magnet school that they could pass on to friends with children of the target age or interests; asking parents to participate in a “forward an e-mail to a friend” campaign; and holding special “lunch and learn” meetings and asking current parents to invite friends who are interested in the magnet program.

- Working with local real estate companies to include information about magnet schools in their relocation and newcomer packages. Opportunities also exist to participate in real-estate agents' Web links programs to drive traffic to the Magnet Program Web site.
- Identifying opportunities to place print material at high-volume public events that are appropriate to our target audience, such as reading festivals and community fairs.

**10) Events and Event Promotion:** In order to generate increased interest in the curriculum of each of the magnet schools, we will develop a series of promotional events that have underlying informational and entertainment value. Creating ongoing events that showcase educational opportunities for students will increase the interest from potential parents and students. Developing these as a series of events will help sustain interest and nurture discussion among key constituents. We recommend hosting events as early as October and continuing through the enrollment period in January.

The Magnet Program team has been very pleased with the growing enrollment at the Magnet Schools Enrollment Fair held every year in January at Hanes Mall. Parents no longer arrive at the event by chance; instead, some come to the fair an hour early to pick up applications and meet with teachers and administrators. The event has become so popular that noise levels and the ability to engage in involved conversations have become concerns. With the addition of new magnet programs, it may become necessary to move the fair to a new venue. PAVE will continue to provide planning and programming support for this event and will play a role in locating possible alternative venues.

Suggested venues for events other than the fair include (1) the schools themselves, when

appropriate (2) the local children's museum (3) area colleges and universities (3) the local sports coliseum annex and (4) community festivals and fairs that complement the magnet program themes.

***Movie Premiere*** – Coordinating with the North Carolina School of the Arts and the River Run Film Festival, we would request that one student-created short film be shown to the public during the festival. This film would be chosen prior to the festival, via a screening of all student film entries, with attendees or a panel of judges selecting the winning film. These films also will be posted on the Web site for the Magnet Program.

***Science and Engineering Contests*** – For this event, each elementary school would be invited to send a team to a Science and Engineering competition held at a public venue or the targeted magnet school. Students would compete in competitions that could include balsa-wood bridge building, airplane design and long-flight contests, and math problem solving. Photos and video taken during the event would be posted on the Magnet Program Web site.

***Summer Learning Camps*** – Working with local organizations or sponsored by the schools themselves, these one-week camps would offer specialized, high-quality learning experiences tied to each school's magnet theme. For example, a Mandarin Chinese camp could be offered at the middle school level and extended to older elementary-school aged children who might be interested in continuing their studies at the middle school level.

***International Festivals*** – These fun and educational events would be developed to relate to study topics in the language immersion programs. For example, students could hold a community celebration of the Chinese New Year at their school or in conjunction with a local festival held at Wake Forest University. For the Spanish language immersion program, students could hold events to celebrate the diversity of Latino culture in Forsyth County and volunteer or

perform at the “Three Kings Celebration” held each year at the Children’s Museum. Collaborating with the Children’s Museum to stage an event would create opportunities to build awareness for the magnet program with potential students, as the museum is geared toward children in preschool and elementary school and their parents.

**MARKETING TIMELINE**

MILESTONE	RESPONSIBLE	YEAR 1	YEAR 2	YEAR 3
Select Marketing/Recruiting Firm	Project Director	July	N/A	N/A
Design 3-Year Marketing Plan	Firm	Upon Grant Award	N/A	N/A
Approve Annual Marketing Plan	Project Director	October	August	August
Begin Student Recruitment	Project Director/Firm	November	October	October
Host Opening Events	Principals	November	October	October
Develop Materials for Awareness	Firm	November	October	October
Magnet Program Web Site Enhancements	Firm	Upon grant award	Ongoing	Ongoing
New School Web Sites & Enhancements	Firm	November	Ongoing updates	Ongoing updates
Execute Initiatives from Plan	Firm	Nov-April	Oct-April	Oct-April
Begin Application Period	Project Director	January	January	January
Hold Magnet Fair	Project Director	January	January	January

MILESTONE	RESPONSIBLE	YEAR 1	YEAR 2	YEAR 3
Recruiting Period Cont'd	Firm; Director of Marketing & Communications	January, 2 <sup>nd</sup> period in April if needed	January, 2 <sup>nd</sup> period in April if needed	January, 2 <sup>nd</sup> period in April if needed
Begin Newspaper/Television Ads	Firm; Director of Marketing & Communications	Dec-Jan	Dec-Jan	Dec-Jan
Hold School Open Houses	Principals	Nov-Jan	Nov-Jan	Nov-Jan
Host School Tours	Principals	Dec-Jan	Dec-Jan	Dec-Jan
Print News Releases	Firm; Director of Marketing & Communications	Ongoing	Ongoing	Ongoing
Make Pre-scheduled Media Appearances	Project Director	Ongoing	Ongoing	Ongoing
Conduct Student Selection and Lottery	Project Director; Dir. of Student Assignment	February	February	February
Assess Recruitment Process	Project Director	February & May	February & May	February & May

## **(B) Quality of Personnel**

### ***(i) The extent to which the project director is qualified to manage the project***

#### **Quality of Project Director**

#### **PROJECT DIRECTOR:**

**Dr. Kimberly Blackburn-Morrison** will serve as the Magnet Schools Director for the WS/FCS, responsible for coordinating the program development, fiscal management, information and marketing services. Dr. Morrison joined the WSFCS Magnet Office in September, 2005 as the Lead Teacher for Magnet Schools responsible for leading professional development for the magnet schools, facilitating classroom implementation of the magnet theme at the schools, and coaching various teachers in curriculum development and delivery.

Prior to coming to Winston-Salem, Dr. Morrison had served as a classroom teacher in the music education for the Mount Airy City Schools and was a member of the Fine Arts faculty at Surry Community College. She taught all levels of Chorus, Piano and Music History. She also served on the faculty of the Cannon Music Camp at Appalachian State University for five years.

In 2005, Dr. Morrison completed a Ph.D. in curriculum and teaching at the University of North Carolina at Greensboro with her primary research emphasis on implementation of active learning strategies and its effect on faculty and students. Other related experience includes serving on the WSFCS committee to implement coaching in the district and on the middle school curriculum committee. She has designed the curriculum for the advisor/advisee program for a magnet high school and provided training to use the SERVE evaluation model. While at UNC-G Dr. Morrison helped to assess the effects of diversity on UNC-Greensboro students using a four

year survey.

The **Project Director's** responsibilities include: management and monitoring of the budget; preparation of interim, final program and fiscal reports; coordination of the operations of the magnet programs; providing assistance in development and implementation of the instructional programs; coordination of the student recruitment and selection; providing assistance in staff selection; providing visibility and central leadership to the program.

***(ii) Other Personnel are qualified to manage the project***

**SUPERINTENDENT :**

Since 1994, **Dr. Donald L. Martin, Jr.** has served as superintendent of the Winston-Salem/Forsyth County School District. In his capacity as Superintendent, Dr. Martin administers a total budget of \$300 million and oversees the work of 3,000 teachers and 2,000 support staff. In 1999, the Piedmont Triad Education Consortium recognized Dr. Martin as Piedmont Triad Superintendent of the Year.

Dr. Martin has been directly involved in the implementation of a district-wide school of choice plan that requires every elementary and middle school to develop a theme. Each of the district's 51 elementary and middle schools received \$50,500 annually to support their theme in order to encourage students to select schools that would match their interests. The anticipated outcome of the choice plan was the voluntary integration of schools. The plan has worked well in suburban schools. These schools have received increased local resources sufficient to reduce class size to 1-18 in grades K-2 and 1-20 in grades 3-5. This MSAP application is designed to attract non-minority students to the four proposed district-wide magnet schools.

In addition, Dr. Martin presided over the design and implementation of new, rigorous graduation standards to be implemented starting with the Class of 2000. Since becoming

superintendent, Dr. Martin is proud of the fact that the WS/FCS system has narrowed the majority/minority achievement gap in school performance by about 25%.

**ASSISTANT SUPERINTENDENT FOR INSTRUCTIONAL SERVICES:**

**Dr. Barbara Zwadyk**, an educator with 23 years of experience, is the assistant superintendent for instructional services at WS/FCS. Dr. Zwadyk came to WSFCS in 2005 from the Guilford County Schools, where she served as a middle school and high school principal and most recently the Instructional Improvement Officer. In this role she supervised twenty-three high schools, including comprehensive, alternative, and early and middle colleges with sizes ranging from 100 to 2300 students. Her responsibilities included coaching and evaluating high school principals, directed a team of academic coaches, and facilitated the development of curriculum and alignment of curriculum, instruction, and assessment in all areas. In WSFCS, she has responsibility for all facets of K-12 curriculum and instruction including the magnet schools program.

**MAGNET SCHOOL PRINCIPALS:**

**Joseph Childers** was named principal of Hanes Middle School in January, 2006. During his principalship the school achieved high student growth in 2005-06. He led a school-wide initiative on working with students from poverty and implemented Learning Focused Strategies for instruction. Prior to coming to WSFCS, Mr. Childers, was principal at a middle school in a neighboring county where test scores were raised from 77.7% to 90.4% proficient, with classification as a School of Excellence. With his staff, he implemented Reading Renaissance strategies and Accelerated Math school-wide. He was selected as Principal of the Year, 1999-2000. He led a restructuring effort which reorganized the school into three smaller themed "houses," or schools within a school to improve school climate and instruction. His teaching

experience prior to becoming an administrator included gifted education, technology, and language arts. In addition to his public school experiences, Mr. Childers has also worked extensively with Colegio Episcopal "Santa Cruz", a small impoverished school at San Pedro de Maoris, Dominican Republic. He has facilitated a partnership with his students and this school and led a group of volunteers to the site to work in the school and neighboring church.

**Dr. Valarie Williams** will be the principal of Philo Middle School's School of International Studies. She assumed that position in June, 2004. Since becoming principal she had conducted a comprehensive needs assessment of the school in order to create a three year plan for school improvement in which she addressed discipline alignment, daily teacher and staff observations, school beautification and pride. Through review of data she has assessed staff development, staff restructuring, parental involvement, hiring practices, and budget alignment. She completed an Ed.D. degree in Educational Leadership from the University of North Carolina at Greensboro in May, 2004. Her study examined the relationship between administrative support and teacher attrition among novice middle school teachers. Prior to coming to WSFC she was a middle school assistant principal in Guilford County. At the school where she served, EOG test scores in 6<sup>th</sup> grade grew from 80% to 88.8%. 7<sup>th</sup> from 75% to 79.9%, and 8<sup>th</sup> from 79.2% to 89.7%. Her teaching background is in the areas of mathematics and business and includes six years on the middle school level as well as two years on the technical college level.

**Dr. Art Paschal** has been principal of Reynolds High School since 2005. Dr. Paschal earned his Doctor of Education degree in Educational Leadership from University of North Carolina in 1999. Prior to joining Reynolds, Dr. Paschal served as principal of high schools in Rocky Mount and Mt. Gilead, North Carolina. He was recognized as Educator of the Year in 1987 by the New Bern-Craven County Schools and Teacher of the Year at New Bern High

School in 1997. He was selected as the Montgomery County Principal of the Year for 1998-99 and 2001-02, and Nash-Rocky Mount High School Principal of the Year in 2004-05. While participating in the Principals' Executive Program-LPHSP 2 in 2000 he received the Jack McCall Award for being the greatest contributor to learning in their class. In 2004 he presented to the Principals' Executive Program on the topic, "Time Management Strategies for High School Principals. He serves on the Board of Directors for the North Carolina High School Network, and has been a participant in the Educational Policy Fellowship Program with the North Carolina Public School Forum in 2004-05. He has been a presenter at numerous other principal training programs and conferences. He began his career in education as a physical education teacher in 1979 after earning his Bachelor of Arts degree in Physical Education from University of North Carolina at Wilmington.

The **magnet principal** responsibilities will include: operation of the magnet program at each school site, supervision of instructional staff, implementing successful implementation of magnet programs, implementation of successful recruiting programs at each site.

The school-based **Magnet School Resource Teachers** at each school must have full teacher certification and program management/administrative experience. They also will have experience with computer hardware and software, and experience that includes working in an urban area. The Magnet School Resource Teachers must be available and willing to take extensive courses (at project expense) in the instructional programs that are being offered at the magnet schools.

The Magnet School Resource Teachers will be master teachers with extensive training and experience in delivering the type of program at each magnet school. The Magnet School Resource Teachers will have had experience in developing and evaluating curriculum in one or

more subject areas including the theme of the particular magnet school. The Magnet School Resource Teachers will have sensitivity to the needs of minority and non-minority students as evidenced by successful teaching/administrative experience. The Magnet School Resource Teachers will be familiar with effective strategies for teaching in a multi-ethnic setting and able to assist classroom teachers in implementing those strategies. They will be familiar with such programs as language immersion, Renzulli School wide Enrichment Model, Cooperative Learning, Integrated Curriculum, problem-based learning, Multiple Intelligences, multicultural curriculum, and technology integration.

The responsibilities of the **Magnet School Resource Teachers** include: assisting the principals in program implementation and planning; presentations at community meetings, churches, schools, and associations for recruiting purposes, assisting parents in the selection and application process, assisting parents in visiting school sites, and coordinate professional development activities associated with the MSAP grant.

**WS/FCS ADMINISTRATION:**

**Dr. Angelia J. Fryer, Middle School Assistant Superintendent for administration** is an educator with 27 years of experience. Fryer most recently served as principal of Briarwood Elementary School in Charlotte. She also has served as an assistant principal and as a fourth-grade, sixth-grade and middle-school teacher. She earned her undergraduate degree from East Carolina University and her master's and doctoral degrees from the University of North Carolina at Charlotte. Fryer was named Principal of the Year in 1994 by the Charlotte-Mecklenburg PTA Council and was a finalist for Wachovia Principal of the Year in 2000 and for Charlotte-Mecklenburg Principal of the Year in 1999.

**Dr. Paul Puryear, High School Assistant Superintendent for Administration,**

oversees eleven (11) high schools in the WS/FC school district. Dr. Puryear has had a variety of educational experiences. Before joining the WS/FC school district in January 2000, he began his career as a junior high teacher and has since worked as a principal in two systems in North Carolina. He has served on several curriculum committees, been recognized for supporting math instruction by the Greensboro Public Schools, participated in the Principals Executive Program and worked with high school principals on implementing the state's accountability standards.

**ADMINISTRATIVE ASSISTANT FOR THE MAGNET SCHOOLS:**

Lee Holton has a Bachelor of Science degree in Secretarial Science from Valdosta State College in Valdosta, GA. She has sixteen years of secretarial experience including employment with the Magnet Office as secretary to the Program Director during the current MSAP three year grant. The **administrative assistant's** responsibilities include: monitoring each school's budget, keeping track of all expenditures, purchase orders and inventory, assisting in enrollment and registration of students, distributing project communications, providing continuous access to program staff, preparing minutes of meetings, scheduling site visits, assisting the project director in preparing interim and final reports.

**Outside Magnet School Consultants:**

PAVE Creative Group's simple mission is to do great work in partnership with companies that value our perspective and want to gain the rewards of insightful, integrated communications. PAVE has successfully positioned brands, developed campaigns and established identities for clients across a number of industries including retail, apparel, business-to-business, financial services, healthcare, education and real estate. The firm began in 1999 when Chris Patti and Keith Vest partnered on a branding campaign for Forsyth Medical Center in Winston-Salem, NC. In 2000, PAVE expanded its service offerings to include interactive

design and implementation through the addition of Steve Vest. In addition to creating dynamic Web sites for clients, under Steve's guidance, PAVE has successfully created interactive product demos designed for delivery via the Internet.

PAVE has expertise in the following areas: Research and Strategic Planning, Corporate Naming and Positioning, Creative Strategy (brand personality and brand premise), Product Naming, Corporate Identity, Sales Collateral, CD-ROM Development, Web Site Development, Television Advertising, Print Advertising, Out-of-Home and Packaging. PAVE's current client list includes: A+ Schools, American Heart Association, BB&T Corporation, The Budd Group, Forsyth Country Day School, Kenan Institute for the Arts, Lowe's Home Improvement Warehouse, Mountain Lumber, NC State University Student Aid Association, Right Turns For Youth, Targacept, TEI LaunchPad, Wake Forest University Babcock School of Management, Winston-Salem/Forsyth County Schools and Winston-Salem State University.

**Steve Vest, Director of Interactive Services, PAVE Creative Group,** has more than five years of experience planning, developing and implementing online and interactive applications, with specialization in corporate Web sites, intranets, and animated Flash movies. Prior to joining PAVE, Steve was the sole proprietor of DesignYour.com as well as an administrator and webmaster with the Charlotte-Mecklenburg Schools. Steve received his B.S. from NC State University and his M.S.A. from the University of North Carolina at Charlotte.

Kristin Scheve Eckart is PAVE Creative Group's Public Relations Manager. Before joining PAVE she worked at the daily newspaper in Winston-Salem, N.C., as an education reporter for three years. She then joined Winston-Salem/Forsyth County Schools as a Communications Specialist, where she was responsible for the writing, editing and project management of all of the office's internal and external publications for students, parents and

school system employees. In that role Kristin also gained extensive experience working with local radio and television reporters and assignment editors. She brought her experience with the school system and as a reporter to PAVE, where she serves as the project manager for all magnet school efforts and works closely with the media to promote the magnet schools.

**Qualifications of Responsibilities of Project Evaluator:**

**American Education Solutions**

**Winston-Salem/Forsyth County Schools** will contract with the firm of American Education Solutions (AES). For the past nine years, AES has worked with the Education Alliance at Brown University to evaluate 29 Magnet Schools Assistance Program (MSAP) grants. In addition, the AES/Brown University team was awarded 6 rigorous MSAP evaluations during the current grant cycle. AES and Brown will continue this relationship and work together on this project.

Teacher, student and parent surveys have been developed by the Brown University team in cooperation with American Education Solutions (AES). These surveys were a product of an extensive evaluation and research project involving 9 MSAP funded districts in which survey data and student test scores were analyzed. For this project, the Brown University team will continue with survey development and analysis, the collection, processing and maintenance of survey data, the writing of formative evaluation reports, contributing to the annual performance reports and the collection and analysis of student test score data and the writing of reports presenting and summarizing this data and its analysis for a rigorous evaluation, if approved. **A more detailed work scope is included in the evaluation section of this proposal.** The Brown University team consists of two data manager/statisticians and report writers. 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.

*(iii.) The extent that teachers who provide instruction in participating magnet school are qualified to implement the special curriculum of the magnet schools.*

While all of the teachers have not been selected, there are many highly qualified, excellent teachers in the Winston-Salem/Forsyth County Schools. The qualifications of the teachers providing instruction in the magnet schools are critical to the success of the project. Some of these teachers are currently at the target schools; however, teachers who are currently at the school will not automatically stay at the school. Principals will hire teachers who express interest in the magnet theme and demonstrate ability to implement the theme or be trained in the theme. The section below presents the general qualifications of the selected core faculty and staff currently at each school, and it serves as an example of the types of high quality teachers that will be sought. The WS/FCS will develop a letter of agreement between the district and all magnet personnel outlining the expectations for staff at each of the three magnet schools.

**Percentage of Time Involved in Project Activities**

POSITION	INCUMBENT	LOCATION	% TIME
Superintendent	Donald L. Martin, Jr.	Central Office	[614]

Assistant Superintendent Instructional Services	Barbara Zwadyk	Central Office	(b)(4)
Magnet Project Director	Kim Morrison	Central Office	
Magnet Administrative Assistant	Lee Holton	Central Office	
Director of Human Resources	David Fairall	Central Office	
Magnet Resource Teachers for Each School		Magnet Schools	
Marketing/Recruiting Firm	PAVE	Marketing/ Recruiting Firm	
Renovation Architect	Thayer Design	Design Firm	
Magnet School Principals	Joseph Childers Valerie Williams Art Paschal	Magnet Schools	
Evaluator	American Education Solutions	Evaluation Firm	
Magnet School Teachers & Other School-based Staff	To be hired	Magnet Schools	

*(iv) The extent to which 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 Winston-Salem/Forsyth County Schools Board of Education adopted an Affirmative Action policy in September of 1975 and revised it in September of 1977. The policy requires that all persons, regardless of race, religion, sex, age, or national origin be afforded equal opportunities for employment and promotion. The policy ensures that minorities, including the handicapped and women, are specifically sought for openings and carefully evaluated for departments or job classifications where they are underrepresented. The school district is dedicated to the employment of the most qualified individual.

Board Policy 4111.1 states in part:

- I. Winston-Salem/Forsyth County Schools shall not discriminate in the recruitment, employment and promotion of individuals on the basis of race, religion, sex, national origin, age, or handicap.*
- II. Winston-Salem/Forsyth County Schools shall take affirmative action to recruit, employ, and promote individuals of a class (women, men, minorities, etc.) where it appears that the number of persons of such class employed by the school system in a particular job classification is appreciably less than the percentage of qualified individuals of such class in the relative job market.*
- III. Personnel Services of the school system shall periodically obtain and maintain on file for public inspection current labor statistics which describe the number of qualified individuals by class (women, men, minorities, etc.) in the relative job market by the job classifications of this school system.*
- IV. The superintendent shall present annually a report to the Board of Education which describes the number of men, women, minorities and handicapped persons employed by the school system by job classification.*

V. *Where it appears that affirmative action is necessary, the school system shall:*

- A. *Make every effort to locate qualified persons of the under represented class within the school system, within the relative job market and, if necessary, outside the relative job market via the Employment Security Commission, college and university placement offices, professional and trade organizations or associations, and employment agencies.*
- B. *Make every effort to encourage persons of the under represented class to apply for job openings.*
- C. *Encourage and assist employees of the under represented class to obtain necessary certification, training or education where required for promotion to higher paying positions of employment within the school system.*
- D. *Where it appears that two or more applicants for employment or promotion possess equal or substantially equal qualifications, experience, training and education, preference should be given to a person of an under represented class.*

David Fairall, Director of Human Resources, enforces Board Policy 4111.1, and he files annual reports, which describe the number of men, women, minorities and handicapped persons employed by the school system and/or by individual schools for each job classification, with Superintendent and Board of Education. In addition, Mr. Fairall provides an Equal Employment Opportunity report to North Carolina's State Board of Education every year.

The Winston-Salem/Forsyth County Board of Education declares the following philosophy for the school system's division of human resources: "...the educational quality of Winston-Salem/Forsyth County Schools is dependent upon the employment of the most qualified classified and licensed personnel. To accomplish this goal, the Board shall endeavor to provide

attractive salaries, employment benefits, facilities, equipment, and opportunities for individual growth and development.” The department of human resources, under the leadership of David Fairall, maintains a Hiring Procedures Manual, which details the hiring process for both licensed and classified personnel. (The manual can be made available upon request.) Mr. Fairall, who reports to the Superintendent, will ensure that the district follows the established protocol with all new magnet school hires and will guarantee fairness throughout the process.

### **(C) Quality of Project Design**

#### **WS/FCS MAGNET SCHOOLS INTRODUCTION AND OVERVIEW**

The WS/FC school district has designed a magnet school plan that focuses on the implementation of three new district-wide magnets in Fall 2007. The three schools, two middle schools and one high school are among those with the highest minority enrollment in the county. (See the Needs Assessment in the Introduction section.) All the proposed schools enthusiastically embraced the potential implicit in the opportunity to be included in this grant. School leadership introduced the possibility to their faculties for their acceptance and notified the magnet office of their decisions to be included in the proposal.

The plan for implementing these three new magnet programs is a direct result of the district’s desire to continue its voluntary desegregation efforts and to promote equity and excellence for all students. The WS/FCS identified the three schools as optimal magnet sites for the reasons cited below:

- Minority/non-minority student ratios are among the highest in the district

- Each school's staff has requested Magnet status and helped to design a Magnet theme program to attract the desired diversity.
- School location are central and easily accessible to those living outside the neighborhood zone
- Their academic programs need to be revitalized and/or strengthened to attract and retain a diverse student population and promote interaction among minority and non-minority students.
- They are schools that can increase the number of seats available for magnet students, because of under utilization or the ability to increase classroom space

The WS/FCS Magnet School Office chose three schools which will create program continuity between two middle schools and two high schools and a high school that will be a destination for our successful elementary and middle arts schools formed in previous MSAP grant cycles. These schools will give students a continuum of opportunities related to the theme of choice. Each school has its own unique program strands.

RJ Reynolds High School joins Diggs Elementary and Mineral Springs Elementary Schools and Hill Middle and Mineral Springs Middle Schools using integration of the arts and technology as the foundation for their school-wide themes. Winston-Salem has an international reputation as a cultural arts center, and its commitment to the arts is second to none. Winston-Salem's Arts Council was the first municipal Arts Council in the United States. The country's first state-supported school of the performing arts, The North Carolina School of the Arts, is also located here. The integration of applied technologies at Hanes Middle dovetails with Winston-Salem's new focus on developing the technology-based economy and makes the middle school connection with the new Atkins Academic and Technology High School with its School of Pre-

Engineering, School of Biotechnology, and School of Computer Technology. Philo provides an alternative middle school choice for students interested in International Studies and Foreign Language who may not desire to be a part of the International Baccalaureate program at Parkland High School, which offers both the International Studies component on a school-wide basis and the IB Diploma Program.

Each of the Magnet Schools is being requested by its neighborhood community. WS/FCS has a long history of successful collaboration on local, state and national initiatives. However, this grant has had an exceptionally high level of involvement from the community as shown by the chart below.

School	Business and Education Alliance Partners
Hanes Middle School	Wake Forest University, Winston-Salem State University, Sloan Academy, Target Stores, Harris Teeter, Lowes Home Improvement, Northwest Regional Educational Alliance, Piedmont Triad Educational Consortium
Philo Middle School	Wake Forest Baptist University Medical Center, Sara Lee Corporation, Zaxby's in Clemmons
Reynolds High School	Wombie Carlyle Sandridge and Rice, PLLC, Winston-Salem Arts Council, Village Tavern Restaurant, Blue Ridge Ice Cream, Flow Motors, Northwest Regional Educational Alliance

Each of the three proposed project designs acknowledge three common needs and include project activities such as including teacher training related to theme integration, technology and parent involvement to address those needs. First, all proposed schools see the need for stronger teacher training in fostering student interaction and integrating the theme with the *North*

*Carolina Standard Course of Study.* Students who work well in diverse settings and who understand the inter-relatedness of disciplines can utilize these skills in their work. These students will meet the demands of local employers. Detailed plans for each school's professional development are outlined in the school description.

The second common area of need and focus is technology. Each school has a unique focus for technology integration that is appropriate to its theme, but the need for technology training and upgrading of equipment is evident at all proposed sites. The WS/FCS has massive needs in the area of technology based on a report commissioned by the Greater Winston-Salem Chamber of Commerce and prepared by an outside evaluator. This report led the WS/FCS to develop a five-year blueprint to improve access to and utilization of technology in all 67 schools. The implementation of this blueprint relies heavily on the receipt of grant funds and bond monies. Thus, the funding, requested in this proposal for the three magnet schools, is essential if they are going to implement innovative and creative programs to prepare their students for today's world.

Examples of components included in the proposed magnet schools that dictate the use of technology follow. 1) Hanes utilizes technology in the Project Lead the Way, pre-engineering component xxxxx; while Philo's design stresses global communications through the use of technology and career options based in the technological fields. Reynolds' plan to develop a film program offers the video component to round out the technology offerings for our programs. 2) Use of technology enhances the arts integration into the curriculum through performance and presentation; 3) Technology is proposed to increase parent/school communication; and 4) Technology affords students the opportunity to conduct international research, studies, and collaboration. Expanded state-of-the-art technology and equipment helps the schools have the

“magnet appeal” necessary to reduce minority group isolation in WS/FCS.

Thirdly, the Winston-Salem/Forsyth County Schools recognize the importance of strong parental involvement in the education of our students and strive to increase the level of active participation of parents by eliminating barriers that would prevent this crucial partnership. All parents are encouraged to be involved in their child’s educational experiences. The benefits of parent involvement in the education of children are well documented. In fact, according to the National Standards for Parent/Family Involvement Programs- *The most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student’s family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable expectations for their children’s achievement and future careers; and (3) become involved in their children’s education at school and in the community.* Unfortunately, a gap exists between the involvement of poor and middle class parents in the education process. Comer reports that he and his colleagues at Yale University discovered “an extremely high degree of distrust, anger and alienation between home and school”. Finders and Lewis note that it is cultural, social and economic barriers--rather than indifference or hostility--which tends to hold low income and minority parents back from playing an active role in the education process. They are likely to feel unqualified to help their children learn, unwelcome in the middle class school culture, and unable to make their voices heard by teachers and administrators. Often, they are simply too pressed for time to become involved. Yet research suggests that when parents are involved, there is higher student achievement (regardless of socioeconomic status, race, parent educational level), better student attendance /homework positive attitude towards school, better behavior, higher graduation rate, better teacher-parent collaboration.

A focused parental involvement program can positively influence parents and help avoid those circumstances that keep many parents from playing an active role in their children's education. Magnet School Resource Teachers at each building will ensure the implementation of the parental involvement program at each school. The key components of the system-wide plan for parental involvement are outlined below:

**Communicating: Communication between the home and school is regular, two-way and meaningful.** (Note: if program is the same at each school it is summarized here otherwise you will find specifics in the Program Description) Many schools have a Home-School Coordinator who serves as a liaison between home, school, and community. The Home-School Coordinator works to increase parental involvement by arranging conferences, providing transportation if necessary, assisting in the use of community resources, and setting up workshops. They collaborate with staff and support personnel. They also work to improve attendance and determine appropriate discipline referrals.

Our district recognizes the need for, and challenge of translating materials into Spanish for a rapidly increasing Latino population. Currently most of the system wide documents are translated through outsourcing. We have also involved community agencies in hand delivering pertinent information to some neighborhoods with high Latino populations. Several schools have used simultaneous translating devices to provide translations during school meetings. **Design Implications:** District and Title I funds are blended to provide a bilingual community liaison to provide supplemental and interpretation services to the magnet program, and also serve as a district-wide liaison between the school, home, and community.

**Internet-based Communication: Learning Village:** WS/FCS Magnet Schools will use IBM *Learning Village* to facilitate communication and collaboration among members of the

educational community—parents, students, and teachers. Parents can access the *Learning Village* to view homework assignments, read teacher reports on student progress and conduct online conferences with teachers. Students can use the site to access homework assignments and improve study habits. Teachers use the *Learning Village* to create user friendly home Web pages that keep parents and students abreast of happenings in their classrooms. At the High School Magnet, this valuable tool will be taken one step further by having the students create sub Websites under the teacher's Website as a link that will reinforce the authenticity of student's learning. This will allow parents the opportunity to provide input into their student's project thereby enhancing the parental involvement.

**Parenting:** Parenting skills are promoted and supported. **Design Implications:** Parenting sessions are offered at night, free of charge. Sessions will focus on specific behaviors and serve as a vehicle for involvement in other aspects of the school. Parenting tips will be offered in newsletters, report cards, etc. Parent-training sessions are held throughout the school year, at least one per academic quarter, in each of the schools. Meetings are usually held in the evening hours to accommodate the majority of parents, but are also scheduled at other times. In addition, Saturday parenting sessions and courses are available to enable parents to improve their academic potential.

Through Title I, Saturday Academies have been established at eleven elementary school sites throughout the county to promote parental involvement. The sessions are designed to enable parents to better provide academic support to their children. "How to Help Your Child in Math"; Conversational Spanish; ESL; GED, and Computer Competence are samples of classes offered. Additionally, the "ABCs of Parental Involvement" sessions are offered to parents on weekends and during the weekday at school sites. The sessions address such topics as student behavior,

academic improvement, working with children at home and attendance. School staff is also surveyed to determine if other parent related issues might need to be included. Information is also shared with parents about other organizations and community agencies that may serve as resources. An annual countywide 1/2-day parental involvement conference is held in each August. The event is jointly sponsored by the school district, Forsyth Council for Youth, and other community services and area businesses.

**Student Learning:** Parents play an integral role in assisting student learning. **Design**

**Implications:** Parent meetings will focus on curriculum, student assessment, homework strategies, home environment and parenting strategies. At the middle school level, an Academic Contact Coordinator (ACC) meets quarterly with the parents at the school. These "Town Hall Meetings" provide an opportunity for communication between parents and the school. Half of each meeting's agenda addresses information/needs/ concerns of the school; the other half provides a forum for parents. Frequent progress reports are sent home. Conferences are held where appropriate. Workshops, curriculum nights, grade level meetings, etc. are other ways information is given to parents. Partnerships with the business community allow for mentors, tutors, financial support, and parent "shadowing."

**Volunteering:** Parents are welcome in the school, and their support and assistance are sought.

**Design Implications:** School plans will include a school-parent volunteer coordinator, volunteer resource notebook, appreciation nights, etc. Partnerships with the business community allow for mentors, tutors, financial support, and parent "shadowing."

**School Decision Making and Advocacy:** Parents are full partners in the decisions that affect children and families. **Design Implications :** Parents are an integral part of each school's School Improvement Team. Parents help determine how each school will implement the Magnet School

program, as well as the district's vision, mission, and aims (high student performance; safe, orderly and caring schools; quality personnel; effective and efficient operations, and aligned internal and external partnerships.) Each school will have a PTSA (Parent/Teacher/Student Association): WS/FCS Magnet Schools PTSA's will serve as a link between parents and students helping to unite them with the school to serve in child's educational process. Sample activities include the preparation of a monthly parent newsletter, sponsor of supplementary incentive and reward programs for students, fund raising for and participation in important school-based projects and events, and participation in school-based educational field trips and school-wide cultural events.

The WS/FC school district looks forward to participating in the federal Magnet School Assistance Program and continuing to build relationships with other districts in the nation that have similar goals of reducing minority group isolation and implementing innovative magnet themes. The following sections contain the detailed project designs for each of the four magnet schools, with emphasis on the U.S. Department of Education's 5 priority areas.

WS/FCS is proud of the fact that the following school sections were written by each school and not Central Office Staff or a professional grant writer. This involvement by the school staff will insure buy-in and enthusiasm for the program being described. Each of the three schools will adhere to the WS/FCS Magnet School Assistance Program objectives, which are aligned with the MSAP six overall purposes. The magnet themes will assist schools in meeting the expected outcomes of the objectives, and project designs were developed with to ensure success in achieving these stated outcomes.

**Philo Magnet Academy**  
**Global Technology and Language Immersion**  
**410 Haverhill Street, Winston Salem, North Carolina 27127**  
**Phone: (336) 771-4570**  
**Principal: Dr. Valarie Williams**  
**Racial Composition: 90% Minority, 10% White – Total Enrollment - 468**

### **INTRODUCTION**

*So if the flattening of the world is largely unstoppable, and holds out the potential to be as beneficial to American society as a whole as past market evolutions have been, how does an individual get the best out of it? What do we tell our kids?" (Friedman)*

“Excellence in all we do” as a reality at Philo Middle School is the driving force in the restructuring and reform effort. The staff has been investigating effective ways to create an atmosphere where excellence is promoted and demonstrated by teachers, and embraced by students. A school with a Global Technology theme and a concentration on Mandarin Chinese Language Immersion will equip Philo students with the knowledge and skills needed to relate to one of earth’s the dominant emerging cultures in a global society. Global technology and partial language immersion is an effective vehicle for promoting not only cultural awareness but academic excellence as well. In addition to offering the students a partial language immersion program, integrating technology and global thematic units into daily lessons will give our students the tools to participate and compete in an increasingly “flat” world.

#### **General Description of School**

Philo Middle is a full Title I, Equity Plus, school located in an urban working class

neighborhood in Winston-Salem, North Carolina. With the implementation of school choice, our school has undergone significant cultural shifts, including racial and economic changes.

Currently, Philo serves students from a mixture of single-family homes, apartments, federally funded housing; many are being reared in group homes, foster homes, or extended family homes. The demographics for the 2005-2006 school year are as follows: 57% African-American; 28% Latin American; 10% Caucasian; and 5% Multi-Racial/American Indian/Asian. Approximately 88% of the students participate in the free/reduced lunch program, 16% are eligible for exceptional children's services and 14% receive ESL services.

Philo's staff will implement a research-based, successful program that will enable our students to compete in a global society while connecting with the world around us. Access to the latest technology will be crucial for Philo Magnet Academy's teachers and students, in order for our students to have maximum exposure to technology daily. Mandarin Chinese Language immersion will be integrated into selected classrooms to allow students to be exposed to a critical language in this newly flattened world market and culture. In addition, students will also have the opportunity to learn other foreign languages along with focusing on international thematic units and cultures. This will give all students the opportunity to become a part of the proposed magnet school's mission statement:

**Mission Statement: The mission of Philo Academy for Global Technology and Language Immersion is to ensure that all students are technologically and socially prepared to live and work productively in the 21<sup>st</sup> Century.**

#### **Data Collection-**

In reviewing the end of grade test data in reading and mathematics over the past three years, a descending pattern is noted. Sixth grade reading has decreased each year while seventh and eighth grade shows some fluctuation. The scores in mathematics have also fluctuated with 2006 showing the lowest results.(see chart).

6th	Reading	Mathematics
2003	61.9	80.7
2004	59.3	74.1
2005	56.8	79
2006	48.2	38.5

7th	Reading	Mathematics
2003	73.3	56.2
2004	80.3	70.1
2005	66.7	70.2
2006	67.1	25.6

8th	Reading	Mathematics
2003	77.3	70.0
2004	79.1	60.7
2005	75.7	68.1
2006	73.1	30.5

Writing-7th	2004- 32.0	2005-27.0	2006-30.0
Computer Comp-8th	2005-54.3	2006-36.0	

Philo is in Year-two Sanctions for No Child Left Behind due to failure to make growth. This year, Philo Middle School is required to develop a school plan that incorporates strategies based on research that is scientifically-based. These strategies must be designed to strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement. Policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will

meet the state's proficient level of achievement on the state's academic assessments must also be adopted. Outside tutoring, free to all students that scored a level one or two in reading and/or mathematics must also be provided.

. Instituting and fully implementing a new curriculum is a corrective action that can occur if we advance to year-three sanctions. Another consequences that fall under year three sanctions could also entail replacing the staff who are relevant to the failure of the school.

### **Overview of Minority Group Isolation:**

With the implementation of "school choice", as directed by the Winston-Salem/Forsyth County school board in 1994, Philo has become a minority isolated school. Our Caucasian families in the Philo community have chosen to send their children to other schools in our zoned area. This has not only affected our demographic make-up, but our total student population has also decreased from over 800 students to 468 currently.

As noted in the above demographic breakdown, Philo now stands at 90% minority. With the implementation of this grant, minority group isolation will be reduced while increasing the size of the majority, student population group. This will enable us to create a structure that allows our school community to transform Philo into a school that fosters student diversity as a pathway to enhancing student learning while closing the achievement gap.

### **School and Community Demographics:**

Winston Salem, North Carolina is physically divided by US Highway 52. Families living on the east side of Highway 52 tend to be minorities, whereas families on the west side tend to be white. Philo is in the southwestern portion of the county and serves mainly the students that live

to the east of Highway 52.

Middle schools in Winston Salem are separated into zones. Parents of students entering sixth through eighth grade have the opportunity to choose their child's middle school dependent upon the zone in which they live. Students may attend their residential school or choose another school within the zone.

Philo is part of the southwest zone in the Winston-Salem/Forsyth County School System. As a magnet school, recruiting students from the entire county Philo will have the opportunity to draw from all races and socioeconomic levels. Over the past ten years Philo has changed from a school that mirrored the racial and socioeconomic levels of our residential community to one that is now 90% minority and 88% free and reduced lunch. Although the zone itself is diverse, Philo does not reflect this diversity.

Philo Middle School is faced with numerous challenges, the most difficult is the lack of parental involvement and support. Due to job constraints and other issues involved with poverty, parents/guardians find it difficult to participate in school events that are held before, during or after school hours. All school related functions are poorly attended.

Several Philo students are latch-key kids who often find they play the adult role in their family. They are faced with raising their younger siblings in an environment greatly affected by drugs, poverty, and gang activity. Lack of food, utilities and adequate clothing also exists for students facing these issues.

Many of Philo's students are in generational poverty. Students who attend Philo come from families in which at least two or more generations have grown up in poverty. One of the characteristics of generational poverty often seen in students, parents, and grandparents at Philo is minimal value placed on education. Also, over fifty percent of our students are reared in single

parent homes, with grandparents, older siblings or other guardians.

A characteristic of poverty is mobility. Mobility is a daily challenge that Philo faces. Large numbers of students will move in and out of our school each year. This movement affects the climate of the school as well as the overall academic performance of each child. There are also incidents of the same students enrolling and withdrawing from Philo as many as three times in the same school year.

### **Magnet Theme Overview**

Philo Magnet Academy will provide a global technology strand, international business and world culture strand, and partial immersion program for students that will create a personalized, project-based learning environment where all students are challenged to meet high expectations. It has become increasingly important for schools to make high expectations and lifelong learning the key ingredients of employability. Therefore, the development of the global technology, business and internationalism, and partial language immersion theme is based on the need for bold educational reforms needed to equip our students to compete in the global marketplace.

As noted in Thomas L. Friedman's bestseller, "The World is Flat", our society must have a command of higher-level thinking skills. Professional jobs that are housed today in America will soon be based out of India, China, and other countries where labor is cheap and the quality is higher. The magnet program at Philo will assist in equipping our students to become a competitive force for these jobs.

As Friedman argues, we as Americans can not assume that our comfortable lifestyle, in this "flat world", can be maintained by standing still. Large companies are searching the globe for talent, wherever they can find it. Professional opportunities are available in these large

companies and in order for Philo's students to be considered for these high-paying jobs, we cannot remain the same. To ensure that our children are ready to compete and succeed in this new "flat world" greater access to cutting edge technology, awareness of various cultures, and exposure to the world's critical languages will be necessary.

North Carolina's State Board of Education is demanding that North Carolina public schools equip students to be globally competitive upon graduation. Some of the goals the board outlines are for students to have access to technology and be able to demonstrate effective use as well as understand various cultures and be able to interact effectively with others. Philo hopes to fulfill these requirements in preparing students for success. North Carolina's Public School Forum outlines components that schools need to prepare students for the 21<sup>st</sup> century. Some of those include a focus on foreign language instruction, connectivity through technology, using resources other than traditional textbooks, and global education being woven throughout the curriculum. Philo Magnet Academy will address all of these priorities that will create an awareness of the global world in which we live.

As Friedman continues to argue "...wealth in the age of flatness will increasingly gravitate to those countries who get [certain] things right: the infrastructure to connect as efficiently and speedily as possible with the flat world platform, and the right education programs and knowledge skills to empower more of their people to innovate and do value-added work on that platform." By providing Philo's students with the right education platform, and immersing them in a language and culture that is emerging as dominant in this newly flattened society, we can begin building the foundations needed for them to compete successfully in this newly flattened world.

## **Global Technology**

*The last twenty-five years in technology, said [Hp's Carly] Fiorina, have been just "the warm-up act." Now we are going into the main event, she said, "and by the main event, I mean an era in which technology will literally transform every aspect of business, every aspect of life and every aspect of society." (Friedman)*

Global technology will provide the students with the skills and knowledge to install, configure, maintain, and implement business and technological solutions on a global scale. The global technology component has specific aims and objectives. These aims are to:

- 1. Increase the number of educationally disadvantaged students in math, science, and technology based courses*
- 2. Ensure that all students are technologically and socially prepared to live and work productively in the 21<sup>st</sup> Century.*
- 3. Incorporate technology and internationalism into all curricular areas*

The Global Technology strand has the strengths of a traditional program but the focus will be inquiry-based learning and active engagement. Through the use of active boards, language labs, and e-pals to name a few, technology will be intertwined in all subject areas beginning in the sixth grade and on-going throughout the eighth grade. There will also be discrete technology courses offered in each grade.

## **The International Business and World Cultures**

The Partnership for 21<sup>st</sup> Century Skills, a North Carolina partnership between education and business, calls for students to be globally aware of financial, economic, business and entrepreneurial organizations. The business world is calling for graduates from our public

schools to be aware of the world around them, develop an appreciation for other cultures and know how to be successful in a global market. The International Business and World Culture strand will allow students to discover areas of international business in which they are interested. Students will study all types of careers that will be touched by foreign markets. They will be exposed to foreign trade and will study how banking around the globe is conducted. E-commerce will be explored and outline how money and goods are all interrelated throughout the world.

Philo Magnet Academy will be able to connect with international businesses and expose students to real world experiences with companies on the cutting edge. Simulations will be conducted allowing students to experience trade, banking, and sales as if they were in these careers. This will be an invaluable opportunity for students to try out possible future careers available in a global market.

These careers that students will explore are often nestled in other cultures and an awareness of these cultures is paramount for the 21<sup>st</sup> century student to be able to survive and flourish. Various types of international business are often influenced by the people in the countries in which they exist. This component of the program at Philo will also allow students to experience various art forms, traditions and foods of worlds they are not exposed to now. As the Partnership for 21<sup>st</sup> Century Skills outlines in its recommendations the 21<sup>st</sup> century student needs to develop interpersonal and communication skills as well as have an acceptance of diversity. Philo Magnet Academy will allow students in the international business and culture strand to explore and experience many different levels of diversity. Students will develop an appreciation for and understanding of many careers and cultures that would be accessible to them in the 21<sup>st</sup> century.

### **Partial Language Immersion**

Friedman emphasizes that “every young American today would be wise to think of him or herself as competing against every young Chinese, Indian, and Brazilian.” Speaking a second or even third language is fast becoming a necessity to success in today’s flattened world.

Learning a language takes time and the more time students are exposed to comprehensible input in the language they are learning the better they will perform. The benefits of language immersion are extraordinary. In research conducted by Jon Reyhner (1998) it was found that the central characteristic of immersion is the teaching of language, content, and culture in combination without the use of the students’ first language. Modern immersion approaches to teaching a second language maximizes the time students practice the language they are learning without being slowed down by having to translate what they hear and speak.

Through the partial language immersion program, students are taught a second language they initially do not understand through the use of context clues (visual aids, gestures, props) provided by the teacher. Reyhner also noted that learning a second language by any method will take a long term commitment. His research indicates that it will take several years of good instruction for students to know a new language well enough to take classes in that language without the special support of second language teaching methods. Therefore, the students will make a three year commitment to the language immersion program. This will allow the immersion students to develop a strong sense of camaraderie as well as form a small learning community that will reflect the positive aspects of the language and culture that they are studying. They will begin their language journey in the sixth grade which will offer exposure to Mandarin Chinese through a Chinese language class, math delivered in Chinese and physical education delivered in Chinese. These classes will be in addition to the students’ normal core

classes and will serve as their electives. These Chinese classes will meet every day to build a strong foundation for the students to build upon as they learn the Chinese language.

Philo's partial immersion program will enable the students to acquire Mandarin Chinese through content area instruction as they begin with math and physical education. They will continue those classes as well as continue a Chinese language class every day in the seventh and eighth grades building on what they know and being challenged more at each level. According to research done by the Center for Applied Linguistics (CAL) learning a second language has a positive effect on intellectual growth, enhances a child's mental development, and improves understanding of his/her native language.

Mandarin Chinese was chosen because China is one of the fastest growing, emerging economies in the world as well as the most widely spoken language in the world. Mandarin Chinese is touted as one of the world's critical business languages. An understanding of the language and culture of China will enable students to make sense of the world around them. The Chinese culture and economy has direct ties to the Western world. That has been shown recently in the dramatic drop in the Chinese market and its effect on the rest of the world's markets. Understanding the trade market involving China will also be key in understanding the future of trade with this growing economy. With the flattening of the world, the ability to understand and communicate would be a must in our global marketplace.

The partial language immersion portion of the program will incorporate components of the North Carolina standard course of study in math, although the students will receive their regular math course this will be a reinforcement math course presented in Mandarin Chinese. Materials and curriculum approaches used in the partial immersion program will be similar to those used in the regular school program.

The four major goals of the partial immersion program will be to:

1. Achieve competency in Mandarin Chinese
2. Acquire reinforced skills in the focused curricular areas.
3. Master content area skills and concepts through the teaching of the Mandarin Chinese language.
4. Gain a greater understanding and appreciation of Chinese culture.

Research conducted by Mike Bostwick (2004) notes that the immersion students by far outperform students in a traditional foreign language classroom. They become functionally proficient in the immersion language and are able to communicate in the chosen immersion language. Bostwick also noted that immersion students achieve higher in academic areas than non-immersion students. Immersion students are more aware of and show positive attitudes towards other cultures.

After leaving Philo, students will feed into Parkland Magnet High School's 9<sup>th</sup> grade. Students will be given the opportunity to continue their studies in Mandarin Chinese at Parkland. All aspects of Philo Magnet Academy's program will prepare students for entrance into Parkland High School. Parkland Magnet High School is a magnet school incorporating internationalism throughout their curriculum. Parkland's theme of Internationalism will give the students the opportunity to continue their studies and exposure to the world of Winston-Salem and beyond. Parkland Magnet High School uses grade level projects with an international emphasis and the students are expected to use technology as a research method for creating high quality projects. Philo Magnet Academy will help prepare students for a successful high school experience as well as provide a strong foundation for a successful career of their choosing.

### **Reading and Writing Integration**

Reading and writing will be integrated across the curriculum. All teachers will focus on reading comprehension and writing in all core and encore classes. This integration is accomplished by implementing a balanced approach to literacy school wide. Reading and writing strategies will be implemented in every subject area. In a truly balanced literacy program, how you teach is as important as what you teach. Giving students a focus as they are reading is crucial for their reading comprehensions. Equipping teachers with reading strategies that are used before, during, and after reading assignments will help students understand their purpose for reading. Strategies after reading will allow students to have greater retention of what they are reading.

A balanced approach to literacy will offer a framework designed to help all students learn to read effectively. The program will be designed on the basis that all students can learn to read and write. This balance between reading and writing will allow students to receive the teaching needed in order to reach grade level mastery, while allowing students to work at a level that is not frustrating for them. The premise to our balanced literacy instruction will bridge the gap between phonics and whole language, between embedded and direct, between whole class and small group. High interest libraries will be available in all content areas and everyone will focus on reading comprehension, motivation to read, vocabulary, and writing skills. All teachers will be trained on multiple reading comprehension and writing strategies. The English/Language Arts classrooms will be structured in specific time units each day as to emphasize reading and writing strategies by using high interest libraries in their daily instruction.

### **Classroom Practices**

*“American culture is still producing some of the most creative scientists and engineers, though other societies are closing the gap due to their dedication to teaching fundamentals and their newfound interest in instilling more creative approaches to education in their systems” (Friedman)*

The Learning-Focused School Model was developed by Dr. Max Thompson in an effort to increase achievement for all students. This research-based model provides comprehensive school reform strategies and solutions for middle schools based on exemplary practices. Implementing this model provides strategies focused in five areas: planning, curriculum, instruction, assessment, and school organization.

The Learning-Focused Model provides the framework, strategies, instructional methods, and leadership processes needed in order to organize and connect the techniques that are most effective for raising student achievement. Teachers and students will be exposed to a consistent language for learning that is organized into a framework design tailored towards raising student achievement. This framework is based on strategies that impact achievement the most. These strategies are:

- 1. Planning through team-based learning communities*
- 2. Prioritizing and mapping curriculum*
- 3. Effectively using graphic and advanced organizers*
- 4. Teaching vocabulary through the context in which it is found*
- 5. Incorporating summarizing strategies*
- 6. Extending thinking strategies through the daily use of higher-order thinking questions*

Learning-Focused is an ongoing and comprehensive model that will incorporate consistent and pervasive practices now found in high-achieving, exemplary schools. This model provides guidance for administration concerning effective implementation and monitoring through walk-throughs, lesson plans, and follow up conversations.

Philo's school-based administrators and teachers will work as a team to intensify efforts in order to meet the learning and achievement needs of all students in those four component areas of curriculum, instruction, assessment, and organization.

### **Project Design**

*"...the playing field is being leveled...countries are now able to compete for global knowledge work as never before – and that America had better get ready for this. America was going to be challenged, but, he insisted, the challenge would be good for America because we are always at our best when we are being challenged."* (Friedman)

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21<sup>st</sup> Century. The goal of North Carolina public schools is to produce globally competitive students. This goal is further explained below:

- Every student will excel in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21<sup>st</sup> Century environment, including mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.

- Every student will use technology to access and demonstrate new knowledge and build skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.

These goals presented by the North Carolina State board of Education can be achieved through the implementation of Philo Magnet Academy's program as outlined by the following program design.

Sixth Grade: Sixth grade students will have the opportunity to explore different areas of internationalism, language, and technology through the cultural wheel or become involved in the language immersion program. The wheel will be on a six week rotation and will consist of the following courses: Mandarin Chinese (exposure), The Digital World, International Culture, The Computer World, Art Around the World, and The Sounds of the World. This rotation will allow for technology, internationalism, arts, and culture to be woven into all lessons. Students will be exposed to smart boards, handheld devices, data projectors, memory cards, memory sticks, various clubs, web quests, research projects and have an international and cultural focus. Students can also choose from regular Physical Education, Yoga, Tai Chi, and Pilates. These choices will be two of their electives during the sixth grade year.

A description of each component of the wheel follows:

- Mandarin Chinese – Students will increase their knowledge of Chinese culture and philosophy through language learning. Students will be introduced to the basics of the Mandarin Chinese language learning, an introductory understanding of grammar and the numerical system.
- The Digital World – In the Digital World, students will have a guided, project-based

focus. They will be exposed to hands-on applications with a focus on how to use all types of technology, including computers, hand-held devices, tablet PC's, Smartboards, Activeboards, webcams, data projectors, CPS units, and wireless carts.

- **International Culture** – Students will have the opportunity to explore the world through international attire, foods, cultures, and languages around the world. The students will begin to understand how they fit in the world around them.
- **The Computer World** – Students will learn how computers work. They will learn about building computers. They will be working with hard-drives, memory cards, memory sticks, wireless carts, and all aspects of the assembly of computers.
- **Art Around The World** – Students will study international art through the study of drawings, paintings, photography, sculptures, and art history. Artistic approaches in various cultures will be the topic of study for the students.
- **The Sounds of the World** – A variety of different music genres from throughout the world will be available for students to examine. Sounds of the World will encompass singing international songs as well as playing various musical instruments from a wide background of countries.

The sixth grade language immersion courses will be the Chinese language class, math taught in Chinese, and physical education taught in Chinese.

**Seventh Grade:** In the seventh grade, the students will choose a focus. They will either continue in the Mandarin Chinese Language Immersion Program or after being exposed to all of the courses through the sixth grade wheel the students will choose between two paths: The World Technology strand and The International Business and Culture strand. If students choose the path of partial

language immersion, they will be continuing their Chinese language class, math taught in Chinese and physical education taught in Chinese. Upon choosing The World Technology strand students will take the technology courses: The Digital World and The Computer World. These students will also take The International Culture Course. How to build computers and use computers will be addressed in these computer courses. The International Culture Course will expose students to various international cultures and how they relate to the student's own culture. If the students choose The International Business and Culture strand, they will be involved in Art around the World or The Sounds of the World. They will also take an International Business course, and Spanish. The seventh grade will begin an inquiry approach in The World Technology strand as well as the International Business and Culture strand allowing students to decide areas of research they would like to pursue. Students interested mainly in language will take the Immersion Program. If technology is a student's interest they would take The World Technology strand and if business and culture was a student's focus they would be in The International Business and Culture strand.

Faculty members will help nurture students as they begin web-based research projects in their area of interest. Seventh grade students will be on an every other day schedule for these electives. The Mandarin Chinese Language Immersion Program will have the students involved every day in their Chinese language class as well as their Chinese math and physical education courses. The other seventh graders would also participate in a physical education course. Seventh graders will be allowed to choose from a basic physical education course, Yoga, Tai Chi, and Pilate.

Eighth Grade: Philo's eighth graders will continue in the program chosen. They will be involved either in The Mandarin Chinese Partial Language Immersion Program, The World Technology

strand, or The International Business and Culture strand continuing in their focus of study. They will continue to meet on an every other day schedule. They will complete a culminating international project using inquiry-based learning and develop an electronic portfolio of their work during their eighth grade year. The eighth grade program will be project-based focusing on hands-on applications. Eighth grade students will follow the same program chosen in the seventh grade, taking part two of the elective.

School-wide: The school-wide focus will be to create a theme of internationalism and cultural awareness through the use of international projects and exposure to language, international business, technology, and cultures. Built upon the success of the Renzulli Schoolwide Enrichment Model Philo would like to use this approach to make sure all students in the school have constant exposure to the theme. The Type I exposure for students at Philo Magnet Academy would include cluster and after school enrichment opportunities. The clusters would occur on a regular basis throughout the year exposing students to various international topics. The after school enrichment opportunities would offer many theme based clubs in which students will enjoy learning about various technology, businesses, and cultures around the world. These Type I opportunities would allow a student to be motivated to pursue his/her interests. The Type II exposure would begin to build critical thinking skills in the 7<sup>th</sup> grade as the students use inquiry activities to begin research projects. The Type III exposure would occur in the eighth grade as the students move from learner to doer and begin creating the research design of their study and further investigation into their area of interest. Making sure all students are constantly exposed to the theme will be accomplished by student exposure to other cultures through research, study, travel, and experience. Since many of the students at Philo Middle School have not experienced life outside of Winston-Salem this program will present global awareness as a tool needed for students to function in the 21<sup>st</sup> century.

Students will have the opportunity to correspond with foreign students through email and experience cultures through travel. People who have origins from other countries will be sought out to visit the school and allow students to interact in meaningful ways with them. Reading, writing and technology will be implemented across the curriculum using international themes for text, prompts and assignments. After school clubs in business, mathematics, science, and International languages will be offered.

### Objectives

#### Heterogeneous Grouping:

Philo Magnet school's program will foster a learning environment in which all students will be able to develop the skills and knowledge necessary to succeed in a global society. These skills will encompass language and technology. The focus of the heterogeneous groups will be student interests and learning styles. In order to achieve a common goal, the faculty and staff will incorporate cooperative learning to instruct students how to work collaboratively, regardless of race or socio-economic status. This common goal will be needed in order for students to be efficient in the program.

Students will be expected to work in heterogeneous, cooperative groups to complete grade-level, project-based assignments. They will be assessed using Howard Gardner's model on multiple intelligence. This model includes:

1. Linguistic intelligence – the ability to learn languages and the capacity to use that language to accomplish a certain goal.
2. Logical-mathematical intelligence – the capacity to analyze problems logically, carry out mathematical operations and investigate issues scientifically.
3. Musical intelligence – the capacity to develop skills in performance, composition and the

appreciation of music.

4. Bodily-kinesthetic intelligence – the ability to use one’s whole body or part of the body to solve problems.
5. Spatial intelligence – the ability to recognize and use patterns of wide space and more confined area.
6. Interpersonal intelligence – the ability to understand the intention, motivation and desires of other people. It allows people to work effectively together.
7. Intrapersonal intelligence - the capacity to understand oneself and appreciate one’s feelings, fears and motivations.

Students in the magnet program will link with other students across the world through the use of e-pals, language labs, and webcams. Using these resources, students will solve problems, discuss affairs and interests, and research their project-based assignments. Heterogeneous student groups will have the opportunity to participate in extra-curricular activities, athletics, visual arts, clubs, and community service projects. Through the exposure to students of other races, cultures, and ethnicities, stereotypes will be diminished. The students will be able to recognize the value of all people regardless of sex, race, heritage, or background.

### **Multicultural Education:**

Students at Philo Magnet will have an opportunity to relate through language, technology, and internationalism by making connections with students across the world. It is most important that students compete and survive in this global society. They will learn the survival skills across the curriculum. In integrated as well as foreign language based classes, students will email and continue to communicate with other students in China and other

countries.

As stated in Gardner's model of multiple intelligences developing relationships with people of other cultures will allow students to develop strong interactions by building and reinforcing his or her sense of identity. It will also help students gain a better understanding and tolerance of different cultures. Student's minds will not only be stimulated and motivated but they will also be prepared for the future.

#### **Fostering Extracurricular and Community Interaction:**

Extracurricular and community interactions are an essential part of the success of Philo Magnet Academy. A strong relationship between students, faculty, parents, and the community is a must. To cement this relationship, Philo Magnet Academy will offer various activities such as clubs, sports, parent nights, carnivals, incentives, fairs and weeks with international focuses. This will enhance the school's theme of internationalism and global technology. Students will also have the opportunity to join one or more of the following clubs: International Languages, Music Around the World, Drama, Totally Tech, Newspaper, Business, World Photography, and E-Pals.

**International Languages** – A club dedicated to exploring various languages and cultures around the world. Students will focus on the similarities and differences in cultures and languages from around the globe through technology, hands on activities, guest speakers from our community and related research.

**Music Around the World** – Students and parents have a unique opportunity to participate in a

club that will examine a variety of different music genres from around the world. In addition students will also have a chance to share music from their backgrounds.

**Drama-** This course will be an introduction to theater from around the world. Students will explore a variety of dramas, as well as create and perform during school and community functions. Community assistance and volunteers will serve as guides and advisors as students learn about the impact of international theater.

**Totally Tech** – How technology is used to enhance the world around us. Students will get a chance to use, explore, and manipulate technology to see how technology affects people all over the world.

**Newspapers** – Students become global reporters as they research and create articles they find interesting to share with the school on the world around us. In addition to enhancing literary skills, global awareness, and career opportunities students will also be introduced to translating their articles into another language.

**Business** – The world of business enters the classroom as students are introduced to a plethora of successful corporations that operate throughout the world. Students will identify what makes these corporations successful as well as various techniques used to operate globally.

**World Photography-** An art form becoming more and more popular around the world with the use of digital picture technology gives students a chance to see the world from afar. Students will

create and critique photos from all over the world through using technology and other various media in and out of the classroom.

**E-pals-** Communication with the world is only a click away as students will have the opportunity to communicate with other students from all over the globe. Students will set up email addresses, share information, translate various languages, and create and build relationships with other students from other countries.

**Mix It Up Day-** Students get a chance to spend the day with other students from a different background, race, and culture.

The counselors, magnet school coordinator, and parental involvement coordinator will actively recruit a parent team in order to target, recruit, and build better relationships with parents. This will involve offering activities such as international week, mix-it-up day, technology night as well as carnivals, plays, and hosting guest speakers. A community mentor program will support students interested in science and technology by assisting them with the county-wide Science Fair entries. All students will participate in the science and technology fair. Projects will be displayed for parents and the community at an annual family science and technology nights held at Philo Magnet Academy. Projects will be displayed and various awards will be given.

During “International Week”, a cultural arts carnival will be held for the children and parents in our community. This carnival will include interactive learning through games, student art exhibits, a play focused on cultures around the world, and sampling of international foods.

We will encourage parent participation at all athletic events. This will be done by

offering door prizes as well as discounted tickets to parents with high attendance to other events offered at the school. Students will be allowed to participate in boys and girls soccer, basket ball, track and volleyball. Boys will also have the opportunity to participate on the cheerleading squad. Teams are heterogeneously grouped and all students are encouraged to participate.

**Fostering Interaction Among the Faculty and Staff:**

All faculty and staff will attend global technologies and international studies trainings throughout the duration of the grant and beyond. A partnership with World View, a global education program housed at in Chapel Hill, North Carolina, will ensure exposure to key current events and trends globally and will keep the staff informed of global connections. Training under the auspices of these unified themes will provide a solid foundation for fostering interaction among the faculty and staff on a two-tiered level. Initially, upon the completion of each training workshop, teachers will collaborate within their subject areas to plan how to apply teaching techniques and strategies learned from the sessions to their particular areas of expertise. Secondly, teachers, with the aid of expert education specialists, will hold cross-curricular meetings to orchestrate the integration of internationalism with global technology across the curriculum. Such specialists include the curriculum coordinator, math facilitator, literacy coach, and technical arts and global curriculum integration specialists. Daily grade-level planning as well as departmental, curriculum and subject area meetings will strengthen collaboration among all staff members.

The guidance department will support the continuation of the school's theme through academic, personal/social, and career programming. Counselors will provide advisement to aid students in the selection of courses, which will maximize their personal potential for academic success. They will also assist in planning programs to further promote cultural awareness and

understanding, such as classroom guidance units and Multicultural Nights. In addition, counselors will collaborate with each department to help introduce careers in the field of global technology and international studies, and work together with teachers to find summer enrichment programs to foster and encourage student interest in these fields.

**(ii) Philo Magnet Academy will address the educational needs of all students.**

**Addressing No Child Left Behind:**

Philo's 2005-2006 End-of-Grade test data shows that the majority of the students are not performing at proficiency level in reading, math, writing, or on the computer competency test. The largest numbers of non-proficient students are in the African American, Hispanic, free and reduced lunch, and exceptional children's subgroups. Through self-assessments as well as learning style questionnaires, the students will have access to identify their individual learning style. Teachers, counselors, and curriculum coordinators will work with students in order to identify their academic strengths and weaknesses. Once these areas are identified, a personal education plan (PEP) will be developed for each student.

According to the 2005-2006 N.C. End of Grade (EOG) Test scores, Philo did not make Adequate Yearly Progress (AYP) in Reading with any subgroups (Black, Hispanic, Free/Reduced lunch, LEP, Disabled). In Math, only the Hispanic subgroup met "Safe Harbor"; the rest of the subgroups did not make AYP. Safe harbor entails a ten percent growth in the percentage of non-proficient students.

As a way of reaching a variety of learners, a "Balanced Literacy" program will be

implemented across the curriculum. This proven method will help students from all subgroups to excel in Reading, Writing, and Math. The teachers will be trained, coached, and supervised throughout the implementation period. Because the program includes several components that address students of different backgrounds and learning styles as well as a variety of reading levels, all of the subgroups will benefit. The Balanced Literacy program is currently being used successfully at Parkland High School, where the majority of Philo students will attend in the 9<sup>th</sup> grade.

The integration of technology across the curriculum will allow Philo students to be exposed to, and learn to use current technology used in today's global society. Philo students do not have the benefit of technology in the home. The economic levels of their families prevent them from having access to basic technology such as computers, internet and email. As a magnet school, we can provide the students with more than just the basic skills necessary to compete in a global economy.

**Meeting the Needs of All Students:** Technology infused throughout the curricula will help meet the needs of all students. Learning focused and cooperative learning will allow for alternate ways of teaching. In order to provide in-depth, meaningful, learning centered activities, Philo Magnet students will participate in the cultural wheel in the sixth grade. This wheel will be on a seven week rotation. It will consist of introductory courses that students will be able to focus on more in-depth in seventh and eighth grade. Courses such as Mandarin Chinese, The Digital World, International Culture, The Computer World, and Sounds of the World will be offered. This will allow all students the exposure to Philo Magnet's international focus. While there will still be a significant focus on math, reading and science by adding these additional

courses we will be rounding out our students. Friedman makes a point that “as important as it is for American kids to upgrade their foundational skills in math and science, we have to do it without giving up those things in our culture that also inspire and instill creativity.” Jobs in the 21<sup>st</sup> century will have a slightly different focus than in the past. “Recent technologies are proving they can outperform human left brains-they can execute sequential, reductive, computational work better, faster, and more accurately...” Friedman points out. For Philo’s students to remain competitive and achieve higher standards we must mold and build both left and right sides of the brain. By incorporating cultural studies we are challenging them to think more creatively and at the same time gain a better understanding of the world around them.

Numerous reports indicate that technology enhances student achievement. “[The Pew Internet & American Life Project] found that 71 percent of online teens said they relied mostly on Internet sources for the last big project they did for school and 34 percent of online young people ages 12-17 download study aides from the Internet (Lenhart, Rainey & Lewis, as cited in Critical Issue: Using Technology to Improve Student Achievement <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/tc800.htm#context> ).”

One Oregon school system has utilized technology to aid students learning English as a second language. They used “a collaborative word processing and graphics package on wireless networked laptops” to help students with translating note-taking. Technology will be used to accelerate and enrich learning for academically gifted students and all students requiring extra academic challenge, in addition to remediation for exceptional learners. Technology will also allow our students to publish work through on-line publishing opportunities, foster online communication, collaboration, and interaction with sister schools in other countries. All students

will benefit personally, socially and academically from this cultural exchange, and contribute to a greater understanding of the world through a multicultural perspective.

**Meeting the Needs of the Limited English Proficient Students:**

English as a second language classes are available for students who have been identified as limited English proficient (LEP) students. These classes will be based on the different levels in which students attain the English language through speaking, reading, writing, and listening. Teachers will be trained on each grade level in Sheltered Instruction Observation Protocol (SIOP) in order to effectively teach all LEP students. READ 180 will be used as a technology based literacy program that instructs and leads students on leveled reading exercises in both Spanish and English. The READ 180 classroom contains a computer station, a high interest library station, and a small group interaction station where students work with a teacher one-on-one with their reading skills. This classroom will address the needs of Hispanic students struggling to read. Students will be exited from the program once they attain a superior rating in all areas.

**Meeting the Needs of the Individual Student:**

Students who are identified as learning disabled will be served in one of two different ways. Students will be served in a self-contained classroom or by a resource teacher and mainstreamed into the regular classes. Their Individual Educational Plans (IEP's) will reflect modifications received within the regular classroom through an inclusion model. All modifications developed from the IEP are adhered to by all teachers in all classes. The exceptional children specialist will attend and co-teach all classes noted in the IEP with the regular education teacher. This will aid in offering assistance to those students with special needs.

**(iii) Philo magnet School will carry out a high quality educational program that will**

**substantially strengthen students' reading skills and knowledge of mathematics, science, social studies, geography, English, foreign language, art, music, and vocational skills.**

**The North Carolina Standard Course of Study (NCSCOS) Curriculum Alignment:**

**English/Language Arts:** The English/Language Arts Classrooms will implement the Balanced Literacy Program. Students will be involved in Cycles each day. Cycle 1 will be on Monday and will involve self-selected reading in which students will choose a book from a high interest library. They will learn to read these books independently through conferencing. The teachers will conference with individual students during this time to ask reading comprehension questions about what they are learning. The first cycle also has a vocabulary study component. During Cycle 2 which is on Tuesdays the teachers begin with a journal writing exercise and proceed into a teacher directed lesson. Cycle 2 includes work to build up the student's exposure to words and their usage through an interactive reading lesson. On Wednesdays, Cycle 3, teachers will have a read aloud portion followed by a teacher-directed writing lesson. On Thursday and Friday the teachers are given the flexibility to decide which cycle they need to repeat. Sometimes teachers may need more time to focus on a specific part of literacy and they can choose when they need more time on a specific area.

**Social Studies/History and Geography:** The social studies/history and geography will be a natural fit for the international and global technology themes. It will be a strong approach to look at all of the history and current events dealing with various cultures throughout the world. The social studies department will use technology for students to conduct research throughout the world and compare that to what is occurring in their own backyard. The internationalism inherent in the school's theme will allow for students to choose various parts of the globe to concentrate their research, looking at everything from how nations were created to how the

global economy has close connections with our economy. Looking at different governments throughout the world will also shed perspective on our own. The students will dialogue through email and letters with other students across the world to make a personal connection with other cultures. Also, having people in the building from other cultures will enhance students understanding of these different cultures.

The emphasis that will be placed on reading comprehension through the balanced approach to literacy will affect social studies because students will be able to read social studies text with a focus and have a better understanding of what they are reading. Emphasizing reading comprehension as students absorb history and current events through text will allow students to enjoy the study of many cultures, governments, and economies and be able to understand more complex and in depth text.

**Science:** Philo's achievement is monitored by the state of North Carolina through the use of the North Carolina Standard Course of Study. The science teachers contribute largely to this curricular area by teaching Winston-Salem Forsyth County adopted science kits called SEPUP (Science Education for Public Understanding Program). These SEPUP kits are geared towards experimental learning and hands-on engagement. This science program allows students to work through problems using an inquiry learning process to find solutions. Students are presented with a variety of learning techniques such as videos, lab-based projects, reading materials, and research.

**Arts, Music, Career and Technical Skills:** The internationalism and global technologies theme will enhance the art and music program at Philo by affecting the learner as a whole. This program will be ideal for every student because it will help to develop all students' potential. The students will have the opportunity in the seventh and eighth grade to continue with the

cultural arts wheel by choosing a program in Partial Language Immersion, World Technology or Global Cultures. The program chosen in the seventh grade will be followed throughout the eighth grade. Each of these programs will involve students to various arts and music of different cultures. The programs main teaching tools will be computer based and encourage students to gain skills for future careers.

**Foreign Language:** The foreign language program at Philo Academy will offer courses in Mandarin and Spanish. The partial language immersion program begins in the sixth grade. Sixth graders can choose courses from the cultural wheel. The cultural wheel is comprised of a business course, foreign language course, cultural arts course, and computer engineering course. In all three grade levels, the students are required to take a foreign language. Students that choose not to take Mandarin Chinese will take Spanish.

Students use a variety of learning techniques in the class in order to be successful in the language of their choice. Students who complete three years of the same language will be encouraged to take a language placement test in the eighth grade, which will allow the student to be exempt the first of foreign language in high school.

**Technology:**

Technology integration begins the first year. Students and teachers are trained on SmartBoards, electronic lesson planning, interdisciplinary unit planning, and cooperative learning circles in year one. In year two, e-pals with portfolios and web-based projects will be the focus. The E-pals will be a tool used to aid in increasing literacy while engaging students in cross-cultural, global exchanges. Sixth, seventh, and eighth grade students are partnered with children in China and Columbia. Twice a week, the students will be required to read and write

proper email letters to their E-Pals.

Through the use of E-pals students are connecting to the global educational market through the use of classroom to classroom exchanges and cross cultural learning. The incorporation of E-Pals will:

- ? *Engage the students with fun and exciting real-world learning situations.*
- ? *Address national and state standards regarding reading, writing, and technology.*
- ? *Foster cultural awareness through connections to China, Columbia and Germany.*
- ? *Discover a living vocabulary resource for foreign language instruction.*
- ? *Offer a means of collaboration between educators in order to share resources and ideas.*
- ? *Focus on teaching with technology integration rather than traditional classroom techniques.*

Year three will offer training in distance learning labs, electronic portfolios, and project-based learning. Two interdisciplinary units are required each year of faculty to show the interconnectedness of the curriculum and the world around us. The students will be required to complete a culminating project during their eighth grade year which will incorporate research they have completed each of their three years at Philo Magnet Academy.

#### **Mathematics:**

The North Carolina Standard Course of Study (NCSCOS) has a rigorous and relevant curriculum in all middle grades. Philo Magnet Academy will provide the standards mathematics curriculum of other middle schools in Forsyth County but will also create opportunities for students to take accelerated mathematics. Upon completion of a sixth grade accelerated math course, seventh graders will take advanced pre-algebra, or Algebra I. In the eighth grade,

students can choose from eighth grade math, Algebra I, Integrated Math, or Pre-Geometry.

Seventh and Eighth grade students in the Algebra I, Integrated Math and Pre-Geometry classes will use the high model graphing calculators. Eighth grade students will also have the option to take Distance Learning courses after school.

**Reading and Writing Across the Curriculum:** As part of the Balanced Literacy Program Philo Magnet Academy will be implementing school-wide reading and writing strategies. Reading comprehension strategies will be given to the faculty to use throughout their lessons. Writing Strategies will be implemented by the faculty in each content area. Writing prompts with international themes will be used throughout the school.

### **Professional Development**

Philo Magnet Academy's development training will support the guiding mission of the North Carolina State Board of Education that every public school will be led by 21<sup>st</sup> Century professionals. The SBE has outlined that:

- Every teacher will have the skills to deliver 21<sup>st</sup> Century content in a 21<sup>st</sup> century context with 21<sup>st</sup> Century tools and technology that guarantees student learning.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21<sup>st</sup> Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

<b>Date</b>	<b>Proposed WKSP</b>	<b>Participants</b>	<b>Hrs/CEU's</b>
<b>2007</b>			
Spring	Interdisciplinary Units	All teachers	5hrs/.5ceu's
Spring	Smart Board/Mimeo Board Training	Entire Faculty	5hrs/.5ceu's
Summer	Cooperative Learning Circles	Entire Faculty	10hrs/1ceu
Fall	Learning Focus Training/Lesson Plans Online	Entire Faculty	20hrs/2CEUs
Fall	Cultural Wheel Training	6 <sup>th</sup> Grade Teachers	5hrs/.5CEUs
Summer	Technology Integration	All Faculty	10hrs/1CEU
Fall	E-Pal Training	All Faculty	2hrs/.2CEUs
Fall	Chinese Exchange Initiative in Jiangsu Province	Six Magnet Team Members	160hrs/16CEUs
Fall	SIOP training	All Faculty	20hrs/2CEUs
<b>2008</b>			
Summer	Development of E-Commerce	Selected Staff	5hrs/.5CEUs
Summer	Worldview Partnership Symposiums/Seminars	Selected Staff	50hrs/5CEU's
Summer	How to create electronic portfolios Technology Integration	All Faculty	3hrs/.3CEUs
Summer/Fall	Web-based projects	8 <sup>th</sup> Grade Staff	8hrs/.8CEUs

Fall	Math Curriculum Compacting	Math Teachers	8hrs/.8CEUs
Spring	Parental Involvement Strategies	All Staff	8hrs/.8CEUs
Fall	E-Businesses	7 <sup>th</sup> /8 <sup>th</sup> Grade Staff	4hrs/.4CEUs
Fall	SIOP training	All Staff	20hrs/2CEUs
<b>2009</b>	Distance Learning	8 <sup>th</sup> Grade Staff	4hrs/.4CEUs
Summer	Electronic Portfolios	7 <sup>th</sup> /8 <sup>th</sup> Grade Staff	10hrs/1CEU
Summer	Web Page Design	All Staff	4hrs/.4CEUs
Summer	Powerpoint/LCD Projector Training	All Staff	4hrs/.4CEUs
Spring	Parental Involvement Strategies	All Staff	10hrs/1CEU
Fall	Collins Method - writing	All Staff	20hrs/2CEUs
Fall	SIOP training	All Staff	20hrs/2CEUs

**(iv) Encourage greater parental decision-making involvement.**

Several strategies will be incorporated to encourage and promote parental involvement at Philo Magnet Academy. Along with the areas addressed previously in the Fostering Extracurricular and Community Interactions section of the grant, Philo's staff will also offer parent education classes and an Academic Contact Coordinator.

Philo's parental involvement coordinator will spearhead a Parent Academy where parents will be offered training in areas such as computer technology usage, Mandarin Chinese,

Spanish, GED and ESL courses. Parents will also have the opportunity to be introduced to courses chosen as a focus of study by their child (Immersion, Computer World, Business World).

Parental Involvement will be encouraged and promoted through many different avenues. The School Improvement Team, Parental Involvement Coordinator, Academic Communication Connection Coordinator, Parent Teacher Association, and volunteerism will all provide opportunities for parents to get involved in their child's education. At Philo Middle Academy, we believe that with increased parental involvement our students will perform with excellence in all that they do!

#### **The School Improvement Team**

The parents will be involved with decision-making through the School Improvement Team, of faculty members representing each grade level, and other staff such as the Technology Facilitator, Literacy Coach, Guidance, Exceptional Children Representative, Office Staff, Principal, and Parental Involvement Coordinator. There is at least one parent representative on the School Improvement Team who attends all meetings and has a vote. Together this team works to come up with strategies to improve the school in all aspects.

#### **Parental Involvement Coordinator**

The Parental Involvement Coordinator at Philo will coordinate events and facilitate workshops to help educate and encourage increased parental involvement. Events such as the Open House, Annual Meeting, Parent Conference Day, Fall Festival, and Awards Day are just a few of the events that will take place. There will also be workshops to help educate parents on how to conduct proper parent teacher conferences, how to help parents help their students with

study skills, and support groups for middle school parents. The Parental Involvement Coordinator will also be use guidelines given from Title I “No Child Left Behind”. This will include an agreement between the parent, teacher, and student called the Parent Student Compact. This compact will outline the responsibilities of the parent, student, and the teacher. The Parental Involvement Coordinator will coordinate collaborative efforts between the school and other community agencies such as churches and educational institutions. The Parental Involvement Coordinator will be networking with parents to come to Philo and speak about their careers. The parents will also assist with the Technology Fair we will be hosting.

#### **Academic Communication Connection Coordinator**

There will be an Academic Communication Connection Coordinator that will serve as reinforcement for the parents and the school. He/She will help organize parent meetings, make phone calls to parents about student’s progress reports/report cards, and help parents address concerns about their students. Through this interaction the parents will feel more comfortable in displaying concern and interest in their student’s academic progress. The parents will feel they have an active voice in their child’s education. The Academic Communication Connection Coordinator will host curriculum nights that will focus on areas such as technology, global society, different cultures, and language immersion. The curriculum nights in conjunction with the Parent Academies will allow our parents to really engage themselves in what their children are doing.

### **Parent Teacher Association**

The Parent Teacher Association at Philo Middle School will encourage membership and parental involvement. The purpose of the Parent Teacher Association is to promote the welfare of children and youth in home, school, community and place of worship; to raise the standards of life; to secure adequate laws for the care and protection of children and youth; to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth; and to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education. Philo's Parent Teacher Association will take part in planning the Fall Carnival, Spring Carnival, Christmas events, and many others throughout the year.

### **Parent Volunteers**

Parents will be invited to come in during the day to volunteer for different events that we will host throughout the year. Parents will come to help with the Book Fair, chaperone on field trips, and assist with sporting events and proctoring tests. There will be a Parent Brigade that allows parents to come in during the class changes, sit in the classrooms, and also the cafeteria during lunch time. The volunteers will provide increased monitoring of the students during the school day. Through volunteerism we believe that there will be less behavior problems. In addition, volunteers will come in and help with our Multicultural Fair. The volunteers will provide awareness of different cultures through food, dance, arts, and basic information about the country they represent. There will also be International Food Nights throughout the year. Parent volunteers will prepare dishes they cook in their own cultures and bring them to share with the rest of Philo's family. These events will help achieve a sense of respect and appreciation for all

racess, cultures, and creeds.

**(v) Improve the racial balance of students within a school and classes by reducing, eliminating, or preventing minority isolation at Philo Academy.**

With the implementation of school choice within the Winston-Salem Forsyth County school system we have seen our minority population increase steadily each year. Philo middle now has a population makeup of 90% minority and 10% white. This trend continues in spite of the fact that the neighborhood Philo middle school serves is one of the most racially balanced neighborhoods in Forsyth county reflecting an almost 30% split between White, Hispanic and African-American populations. Our goal will be to be to increase diversity to better reflect the county neighborhood served by our magnet. This change will be achieved by recruitment not only within the community but outside of zone lines as well. By meeting this goal we also hope to reduce the number of children receiving free and reduced lunch by attracting more students from middle class families.

**Hanes Gateway Pre-engineering Academy**

**Math, Science, and Pre-Engineering Program with a Project Lead the Way Initiative**

**2900 Indiana Avenue, Winston-Salem, North Carolina 27105**

**Phone: (336) 727-2252 Principal: Joseph W. Childers**

**Racial Composition: 62% Minority, 38% White -- Total Enrollment: 659**

**INTRODUCTION**

Hanes Gateway Pre-engineering Academy (Hanes GPA) will point its compass toward success. Our school is located in a predominantly minority neighborhood. Fifty-four percent of

our students are on free or reduced lunch. The motivation for this grant is to create a learning environment at Hanes GPA in which every child is able to find his or her area of giftedness and build an understanding of pre-engineering and technology for the future. Hanes GPA is a feeder school for Atkins Academic and Technology High School, which is a Project Lead the Way school. All staff will be trained in the Project Lead the Way (PLTW) curricula, CHAMPs (Conversation Help Activity Movement Participation), Big 6, and the Renzulli Schoolwide Enrichment Model (SEM). PLTW will open doors to students to explore pre-engineering and technology throughout the different grade levels. CHAMPs is a proactive approach to discipline, which will provide every teacher with a model that encourages good behavior and discourages bad choices. The SEM will provide after school and quarterly opportunities for students to expand their knowledge of mathematics, science and pre-engineering. Big 6 is a research model that can be used in every curricula area. Students research using six basic steps: 1. Task definition, 2. Information seeking strategies, 3. Location and access, 4. Use of information, 5. Synthesis, and 6. Evaluation. This model will provide consistency in all classes for research, problem-solving, and inquiry-based activities. With the implementation of CHAMPs and Big 6, students will have consistency in every class. Through PLTW and SEM, students will develop a deeper understanding of mathematics, science, and pre-engineering. Every child will be exposed to careers in engineering that will be taught across the curriculum in all four academic areas, providing relevant instruction and preparing students for future jobs. Students will be given the opportunity to explore options in electives such as band and art the same as in other schools with a focus in each of these subjects on math, science, and pre-engineering. Students at Hanes GPA will be given the tools and skills to succeed in our increasingly technological and engineering-oriented society.

Mission Statement: The mission of Hanes Gateway Pre-Engineering Academy is to prepare students to compete in a global market place.

**Overview of Minority Group Isolation:**

In our district, parents may elect to send their children to one of the three middle schools in their “zone.” The district has multiple zones spread geographically throughout the county. Using the concept of “schools of choice”, the district has been able to respond to parent concerns for a wider selection of “neighborhood” schools. Hanes GPA has isolation of racial groups throughout the building. Approximately 38% of our population is classified as white and is classified as academically gifted. The other 62% of our population, made up of students who are primarily Hispanic and African-American, is of a lower socio-economic level and is classified as 100% free and reduced lunch. Through the Renzulli framework, our school wants to open up the now fairly homogeneous gifted program to a wider range of students rather than relying on a narrow definition of giftedness based largely on IQ and achievement test scores. In essence, we have two distinct groups at Hanes GPA: poor minority students who often struggle to keep up in regular academic classes and middle and upper middle class white students who perform one to two grade levels above their peers in rigorous academic classes.

**School and Community Demographics**

Based on a decision made by the school board in 1994-1996, “schools of choice” have presented major challenges to schools in our district, and particularly to Hanes Gateway Pre-engineering Academy in terms of minority group isolation. Hanes GPA is part of the northwest zone in the Winston-Salem/Forsyth County School System. In this zone we have affluent areas,

some rural areas, and urban areas, some of which contain large federal housing projects. Over the years an interesting phenomenon at Hanes GPA has been that the poor white children and the middle and upper middle class minority children have chosen to move to one of the other middle schools in our "attendance zone," leaving our school with a very distinct socio-economic barrier drawn along racial lines. Fifty-four percent of our student body receives free/reduced lunch. For socio-economic reasons, it is frequently difficult to have involvement from parents of students who are classified free and reduced lunch. Parents in this group frequently are single heads of households, hold multiple jobs, or have transportation issues. The digital divide also is very prevalent among our poorest families, with a large percentage of them not having access to the Internet.

#### **Magnet Theme Overview**

Hanes Gateway Pre-engineering Academy will provide a gifted program for all students with a focus on math, science, and pre-engineering. Teachers in the core academic areas will have North Carolina licensure to teach the academically gifted and will deliver an academically rigorous program based on North Carolina standards and the Renzulli School wide Enrichment Model. Project Lead the Way will be set up as a discrete course offered to sixth, seventh, and eighth grade students. Lego Mindstorms Robotics will also be offered as an after school program to sixth, seventh, and eighth grade students. CHAMPs, a proactive and positive approach to classroom management, will be utilized as a school-wide discipline model.

#### **Renzulli Schoolwide Enrichment Model:**

One of the goals for implementing the Renzulli School wide Enrichment Model (SEM) is to allow every student the opportunity to find and develop his or her gift or talent. According to

Joseph S. Renzulli and Sally M. Reis, SEM is a blueprint which allows schools to be flexible in the offerings of activities based on available resources, demographics of students, faculty strengths, and the dynamics of the school as a whole. Through after school activities and quarterly cluster groups, students will develop projects based on their interest that link math, science, and pre-engineering to the real world in which they live.

Another goal for implementing SEM is to open doors for giftedness that have been closed within our school system. The current identification process of giftedness is based on IQ and academic performance as measured by standardized achievement tests in reading and math. This has resulted in a largely white and middle class group of students who are identified in the district as “gifted.” The housing for these students has been Hanes Middle School in the past. With the change of the norms on the IQ test given at the elementary level, the current gifted population will be cut by more than fifty percent within the next three years in our district. This is going to be a big change within our school. Students who have never had the opportunity to explore higher-level classes will be given that chance with the transition from Hanes Middle School to Hanes GPA through this grant. Allowing students from across the school district the opportunity to find new gifts and talents at Hanes GPA will be a recruitment option for parents who are looking for a more rigorous academic program for their child than they would be able to find in their current home school.

A third goal for SEM is to offer a rigorous academic and elective program for students. All teachers will use the Learning Focused Model of instruction providing uniformity throughout the school. The Learning Focused Model is a set of learning strategies that reach all children no matter their specific style of learning. It is based around essential questions, previewing material days or weeks to come, use of graphic organizers and distributed guided practice, and

summarizing techniques. This allows teachers the opportunity to preview lessons with students as a more effective model than remediation. In this model, effective use of essential questions provides students with a framework so they understand in advance the expectations for learning. Graphic organizers are used to help students get the “big picture” of each learning unit.

The Big 6 research model will be used to help students learn and develop research skills needed to compete in a global market place. Through the six steps, students learn to break down large assignments into small tasks. With task definition, students will re-state the problem or the question that is posed. Information seeking strategies allows students to develop alternatives and seek a variety of materials to use in their research. With the use of location and access, students determine what sources are valid and available. Use of information is a strategy students will use to distinguish facts from opinion. Accurately summarizing the main idea and citing correct sources will allow students to read, listen, view, and touch carefully to acquire information. Synthesis refers to the process by which students organize information in a clear, coherent presentation. The last step of Big 6 is evaluation. Students will evaluate the presentation or products using a rubric, developed by the teacher, and provide recommendations of ways to improve their results.

#### Project Lead The Way:

The main goal for implementing Project Lead the Way (PLTW) is to provide students an outlet to explore math, science, and pre-engineering in greater detail than what they will be receiving in core classes. PLTW provides a pre-engineering education at the fingertips for students in grades six, seven, and eight. It allows students to investigate the many dimensions of engineering at a level they can readily understand. It also provides a rigorous study of engineering and a relevance to the world in which we live.

Relationships can be constructed through an understanding of academics and personal interests based on the five modules from PLTW. Four of the modules will be implemented the first year. They are: "Magic of Electrons," "The Science of Technology," "Design and Modeling," and "Automation and Robotics." By the third year, a fifth module ("Flight and Space") will be present and offered in 8<sup>th</sup> grade. Barriers within the school whether they are race, socio-economic, gender, etc. will have to be put aside for a common good. PLTW offers problem-solving and inquiry-based activities, which will encourage students to communicate and work together.

#### CHAMPs:

The objectives for implementation of CHAMPs are consistent throughout the school and all faculty members being "on the same page" with discipline and the delivery of instruction. CHAMPs is an acronym for conversation (when can students talk during the assignment), help (how do students get help during the assignment), activity (what are the expectations and what product will be created), movement (can students get out of seats and when is it appropriate), and participation (what behaviors show students participating fully and responsibly). Through five components (structure, teach, observe, interact, and correct) students learn appropriate behaviors and responses that will contribute to their success in school. Situations are presented and simple solutions are explored and evaluated. The key is to not get on a child's level but to disengage and provide a positive response. It is not a matter of making children behave but children wanting to behave. A new sound system will need to be installed in order for school officials to play a theme song during the morning arrival time and soft music within the halls during the day. The televisions will be used for this sound to be piped through the building. The components of the sound system will be utilized throughout different areas of the learning atmosphere including

the cafeteria. The music will be the beginning of our starting day. The theme music will allow students the opportunity to get into a working frame of mind and be ready to learn.

Dr. Harry Wong, motivational speaker on classroom management and education, believes that the number one problem in classrooms is not discipline but a lack of procedures. He is also an expert on motivating students to learn. Procedures and routines need to be the same throughout a school. If all staff is consistent, then students will be able to be successful in every classroom where procedures and routines will be outlined. According to CHAMPs, “Winners make their own luck. They achieve. It takes: Preparation, Responsibility, Integrity, Dedication, and Effort to be successful.” All staff will be trained in this program and have the knowledge base needed to help students succeed. Hanes GPA is dedicated to the success and achievement of all students. Student successes will be displayed throughout the building in poster form. A poster printer will need to be purchased to make this happen. Students will exceed all expectations of teachers and administrators when they see their work displayed throughout the school on the individual halls.

#### Program Design:

The program design for Hanes GPA allows students to explore engineering through career exploration, PLTW, SEM, and after school clubs. Career exploration will be present at each level within the school through student interest inventories, guest speakers, career fairs, and curriculum-based activities. PLTW will offer hands-on learning for students at Hanes GPA with a strong base of math, science, and pre-engineering. This will be a discrete course in which students may enroll. Students in all classes will receive educational experiences through math, science, and pre-engineering through Career Start and small group activities. SEM will provide the framework for the math, science, and pre-engineering enrichment program at Hanes GPA.

After school clubs will offer students the chance to expand their regular course work into new areas of math, science, and pre-engineering. These clubs will be created based on the quarterly clusters where students will develop a project at different levels throughout the school.

**Sixth grade:**

Sixth grade is the exploring year at Hanes GPA. Students will learn about different areas of engineering as well as other occupations using the SEM. Through a student interest inventory, students will explore and narrow down careers that are specific to their interest level and skills. Once they recognize the careers and knowledge needed, they will build on those interests and skills for the careers that are specific to them through class activities and quarterly clusters. Class activities will include one-day problems or situations where students will find solutions based on the curriculum of the individual teachers. The quarterly clusters will be arranged based on interest of students in one of three topics that will be presented based on math, science, and pre-engineering challenges. Students will research using Big 6, construct their products, and present their findings. These clusters will run for one week each quarter. After school clubs will offer a deeper understanding of math, science, and pre-engineering concepts that are studied in the curriculum areas. The clubs offered will include Math Counts, Science Olympiad, Lego Leagues, and a Problem-Based Learning Club. These clubs will provide support for PLTW. Discrete course offering will be PLTW with the emphasis in 6<sup>th</sup> grade being on design; however, students will be given instruction in one activity from each of the four PLTW courses: “Design and Modeling”, “The Magic of Electrons”, “The Science of Technology”, and “Automation and Robotics.” Students will receive 4 ½ weeks of instruction in each of the PLTW courses and additional instruction in robotics.

**Seventh grade:**

In seventh grade, students will begin to narrow their career offerings, found in sixth grade, to better choose the academic paths and courses they wish to pursue. Students who are attending Hanes GPA for the first time will start with the interest inventory to choose a path, which leads to success. Weekly, in seventh grade classrooms, students will solve problems and determine solutions given career activities based on engineering jobs and skills. Using Big 6, students will choose an engineering pathway to investigate based on their interest. The discovery of this pathway will help them explore and design their product for the quarterly clusters. Through the SEM, students will join with others who have similar engineering pathways to develop a product that is related to the engineering strand of their choosing. The after school clubs (Math Counts, Science Olympiad, National Academic League, Problem-Based Learning, and Lego Leagues) will offer students opportunities to compete throughout the school, district, state, and nationally. The emphases in 7<sup>th</sup> grade will be on computer design and technology; however, students will be given instruction in each of the four PLTW courses: "Design and Modeling", "The Magic of Electrons", "The Science of Technology", and "Automation and Robotics." Students will receive 4 ½ weeks of instruction in each of the PLTW courses along with a more in depth look at robotics. The lessons taught will be different from the 6<sup>th</sup> grade instruction the students received.

**Eighth grade:**

Eighth grade will focus on a final project that will be built using the research from the previous grades. Through mini-lessons, students will formulate hypotheses and discover solutions to current problems based on different career opportunities in pre-engineering fields. These activities will be integrated throughout each of the curriculum areas of study. With the use of new technologies, such as the TI-Navigator (a product using the TI-84 Plus graphing

calculators which allows students to share, send, and receive information, assignments, and help from the teacher using a laptop and LCD projector), students will be able to solve more challenging problems in a more systematic fashion. The SEM will permit these students to go beyond the classroom, and utilize the research and studies performed in sixth and seventh grade, to construct a product during quarterly clusters that links all areas of math, science, and pre-engineering together. A committee of school personnel chosen by the students will approve the products. After school opportunities are Math Counts, Science Olympiad, Problem-Based Learning Club, National Academic League, and Lego Leagues. Students will be given the chance to participate in school, district, state, and national competitions. The emphasis in 8<sup>th</sup> grade will be on finishing the PLTW curriculum. Students will be given instruction in each of the four PLTW courses: "Design and Modeling", "The Magic of Electrons", "The Science of Technology", and "Automation and Robotics." The remainder of the semester will be instruction in robotics. The third year, "Flight and Space" will be implemented into the 8<sup>th</sup> grade PLTW curriculum.

**School Wide:**

The Learning Focused Model, developed by Dr. Max Thompson and Dr. Julia Thompson, is a "framework for thinking about, planning, and delivering instruction using exemplary practices with a focus on learning." Essential questions, previewing material, graphic organizers, and summarizing strategies are a few of the main points associated with the Learning Focused Model. With the implementation of the Learning Focused Model and the Big 6, academics offered will be more rigorous and relevant than in the past. Learning Focus Strategies contains a number of different learning strategies for grouping including cooperative grouping, pair grouping, peer tutoring, and individual time with a pair/share (students complete the

assignment and then share with a partner or small group their findings) opportunity. Students will be immersed in activities requiring higher-order thinking skills, problem-solving techniques, and learning strategies. The rigor in the math and science classrooms will exceed the standards created by the state and district level.

Along with the traditional elective course offerings (band, art, foreign language, etc.), Project Lead the Way will be offered as a discrete course. Students may enroll in PLTW beginning in sixth grade and continue in seventh and eighth with more project advancement. There is no prerequisite for the program and students who decide to take the course in 8<sup>th</sup> grade will still have the opportunity to pick up with others in the class. With a part of each course being offered at each grade level, students will have the chance to explore pre-engineering, math, and science at each level if they choose or at a particular grade level if it does not fit their schedule every year. The setup of the PLTW program offers students the opportunity to study in each module every year. Students who do not choose to take the course will have opportunities within the regular classrooms through group projects and activities to expand their knowledge of math, science, and pre-engineering.

Students will expand their knowledge through the use of technology, such as LCD projectors, laptops, TI-Navigator, PowerPoint, spreadsheets, databases, etc., in all the classrooms. In order to more effectively integrate technology into the curriculum, Hanes GPA will need to build on the current technologies available. Ethernet switches and cables (there is a need to upgrade Internet connections throughout the building), USB 2.0 cables, wireless-N cards for all laptop computers (sixty computers in total), twenty-one laptop computers for Project Lead the Way, math, and science teachers, thirty-nine desktop computers for all other core and encore teachers, thirty desktop computers for a new computer classroom for teachers to use for whole

class research and exploration, twenty HP 4250 laser printers, and sixteen flat screen computer monitors will need to be purchased to ensure the integration of technology into the building, classes, and curriculum. The flat screen monitors will be used to showcase student achievements, upcoming events, and after school activities. The monitors will be placed on the back wall in the office so parents and visitors will see what is happening at school. Students will see themselves presented in a positive manner for all visitors to the building. The school has no access to digital video cameras, audio and video production, or playback or editing equipment. In order for students to be showcased through award programs and competitions, this equipment will need to be purchased and set up. Students will be showcased through a local feed once a month for excellence in math, science, pre-engineering, and after school competitions.

Teachers need to have Classroom Performance Systems (CPS: students are able to enter their answers on small remotes, similar to Jeopardy, and receive immediate feedback on learning), TI-Navigator (with calculators and keyboards), Mimios (technology that allows a white board to become a SMART board), laptop computers, and LCD projectors to offer students a variety of learning opportunities. Automatic screens will need to be installed in the physical education area (gymnasium) so the teachers will be able to effectively use technology in their health lessons. Automatic screens and LCD projectors will also need to be installed in the Media Center and in the cafeteria to utilize for curriculum instruction in all areas of the building. Video streaming, Internet research, PowerPoint slides, and student presentations using TI-Navigator will be important focus points for teacher presentation and student learning. Mimios, laptop computers, and LCD projectors will be needed to use the TI-Navigator system effectively and to enhance student achievement through student involvement in learning. CPS will be needed for students to evaluate their learning and better understand the questions and concerns they possess.

Laboratory equipment for science and mathematics classrooms, calculators, and resource books will need to be purchased to enhance our theme (math, science, and pre-engineering) and provide students with the necessary skills to be competitive in a global society. The mathematics classrooms need the TI-Navigator system (calculators that work with the system along with keyboards), coordinate plane white boards, white boards, Mimios, a laptop computer, an LCD projector, and hands-on manipulatives (including but not limited to: counters, number cubes, spinners, measuring tapes, fishing line, rulers, protractors, compasses, meter sticks, fishing weights, straws, snap together cubes, picture books, etc.) to help students better understand difficult concepts. Many of our science classes do not have basic laboratory equipment. Science classrooms will need to be renovated to include eye-wash stations, sinks with running water, paper towel dispensers with paper towels, goggle cases, goggles, laboratory aprons, chemical hoods, glassware, pipettes, laboratory tables, chairs, TI-Navigator (calculators and keyboards to go with the system), Mimios, a laptop, LCD projectors, white boards, test tubes, hotplates, individual student consumables, and general chemicals and safety equipment. Additional books and resources for the media center that will meet the needs of a pre-engineering school would be important additions to our school.

### **OBJECTIVES**

**(i) Hanes Gateway Pre-engineering Academy will foster interaction among students of different social, economical, ethnic, and racial backgrounds in classroom, extracurricular, and other activities.**

#### **Heterogeneous Grouping:**

Hanes GPA will foster a learning environment in which all students will be able to

develop the knowledge and skills needed to succeed in a global market place. School wide grouping will be based upon student interest and learning inventory. Students must be able to work collaboratively on assignments to be successful in today's technological world. The faculty will incorporate Learning Focus Strategies, including cooperative learning, with student instruction to actively engage students and encourage them to work together regardless of race or socioeconomic status to complete a goal. After school clubs, such as Science Olympiad, Lego League, and Math Counts, and quarterly clusters will offer students at all levels the chance to work together and solve challenging problems in a heterogeneous atmosphere. Heterogeneous groups in athletics will be the responsibility of the coaches and sponsors. Students of all races and socioeconomic status are recruited and encouraged to participate in after-school and extra-curricular activities. Through cooperative learning groups and other learning strategies, students will be exposed to different races and cultures. Stereotypes and racial barriers will be reduced and the value of others will be paramount.

**Multicultural Education:**

Students at Hanes GPA will have an opportunity through technology to make connections with students across the world. In this global society, it is imperative that students be able to communicate and compete worldwide. Within all core classes, students will contact and continue to communicate with other students in Germany, China, Japan, and other countries. Developing relationships with people of other cultures allows students to build and reinforce his/her sense of identity. It also helps students work through the stereotypes and misunderstandings of other cultures. It stimulates curiosity and equips students with the knowledge they need to be prepared for the future.

Partnerships with local engineering firms as well as those businesses with overseas

connections will be an asset to students. The following engineering companies have been contacted in hope that they will partner with Hanes Gateway Pre-engineering Academy in preparing our students to compete in a global society: TIMCO, Proctor and Gamble, NASA, Microsoft, and Norfolk Naval Shipyard. Through virtual tours of facilities, guest speakers, and engineering updates, these businesses will provide Hanes GPA with a global connection to the engineering world. A distance-learning lab will be setup for students to communicate and interact with NASA officials.

#### **Fostering Extracurricular and Community Interaction:**

Extracurricular and community interaction is a vital part of the program at Hanes Gateway Pre-engineering Academy. A strong relationship between students, faculty, parents, and community is a must in order to achieve success. Hanes GPA will offer many diverse clubs and athletic teams, as well as service to and from the community.

The athletic clubs that are available for students to participate in are boys and girls' basketball, co-ed soccer, boys and girls' volleyball, and co-ed track. Students in grades seven and eight are encouraged to try-out. The coaches recruit students based on the needs of the teams. Students are heterogeneously grouped, and racial boundaries are broken down when students come together for a common good. Our elective classes will work hard to provide a balance between curricular and extracurricular activities with a link to math, science, and pre-engineering. Through the arts programs, students will be encouraged to explore the links between the arts and math, science, and pre-engineering.

The principal will conduct parent information meetings, and the Parent Teacher Student Association will set up a table to recruit members at the beginning of each school year. Hanes GPA will have an active PTSA that will work hard to conduct fundraisers and partner with

community leaders to build rapport between school and community. Once school has started, curriculum nights will be set up to invite students, parents, and community leaders to come and learn about the North Carolina curriculum and standards and its application in the classroom. Throughout the year, tours of the facilities will be offered at different times and also by appointment.

Several clubs will be offered at Hanes GPA to encourage student participation and increase student knowledge in academic areas. The clubs are open to all students in grades six, seven, and eight. The student service club will work with community leaders with soup kitchens, recycling, and food drives. The chess club will provide an after school time for young ladies and gentlemen to gather, compete, and share their love of the game. The math club will offer problem solving, logic enriched, and challenging activities for students to work individually or in small groups to gain a better understanding of mathematics concepts. This club will also encourage students to participate in math competitions that are offered throughout the year. NC Battle of the Books, National Academic League, Thinking Caps Quiz Bowl, Spelling Bee, Geography Bee and the National Junior Honor Society will be offered as an opportunity for students to showcase their learning in a competitive way.

Hanes GPA will participate in several academic competitions during the year. Math Counts is a math competition that involves small group problem-solving situations, an individual test of knowledge, and a timed oral competition involving challenging problems. Professors from local universities will volunteer services to work with students in mathematics throughout the year. Science Olympiad will give our future scientists a chance to showcase their skills in different areas of science. Small groups or individuals will work on science projects to enter in competitions. Through rigorous academic interscholastic competitions, North Carolina Science

Olympiad provides a series of events that are well balanced between the various science disciplines of biology, earth science, chemistry, physics, and technology.

Lego Leagues will give students the chance to design, present, and compete in a pre-engineering realm. It is comprised of robotics and a series of tasks that must be performed according to specifications. Students build and program their robot and the necessary Lego setups for the robot to perform. They will then go to competition to show their knowledge and skills. Students use the Lego Mindstorms and NXT programs along with Lego kits to build and organize the robot and competition setups. Each member of the team must present at competition.

**Fostering Interaction among the Faculty and Staff:**

Faculty buy-in is important with the implementation of any new program. With the grant, it is crucial. Curriculum and Instruction Forums will be held twice a month to discuss curriculum questions and issues. This will also be a time for teachers to share instructional and Learning Focus Strategies that are working. During the planning year of the magnet, there will be a lot of discussion on the direction the school is heading. Departmental meetings will be conducted once a month to review pacing guides and offer suggestions to the particular needs of the group. These meetings will be followed up with feedback opportunities to the entire school.

The School Improvement Team will meet at least once a month to look at curriculum issues and changes that need to occur within the school environment. All of the licensed staff will be trained in Learning Focus Strategies before the start of the first school year of the magnet grant.

Two Magnet Resource Teachers and a Project Lead the Way Coordinator, all supported by grant funds, will ensure implementation of the grant and collaboration among faculty. The

PLTW Coordinator will be funded the first year and will then be funded through the local school system. During the first year, the coordinator will conduct staff training in PLTW and effective differentiation of lessons to include themes of math, science, and pre-engineering. The two Magnet Resource Teachers will split the responsibilities of the job including marketing and research. One will be primarily responsible for the curriculum unit plans, daily lesson plans, implementation of CHAMPs and Renzulli Schoolwide Enrichment Model, and the paperwork associated with curriculum. The other resource teacher will conduct training for technology integration (LCD projectors, Mimios, etc.) and TI-Navigator system and will be responsible for budget items and staff development. Teachers will be trained in all areas of implementation, and administrators and the school's Curriculum Coordinator will hold discussions to guarantee all participants will have a voice. Parent volunteers will be utilized in helping teachers with administrative duties such as making copies. They will also be a strong support within the culture of the community.

(ii) **Hanes Gateway Pre-engineering Academy will address the educational needs of all students.**

**First Step: Ensuring a Common Foundation of Knowledge so that No Child is Left**

**Behind:**

Hanes Gateway Pre-engineering Academy will deliver a rigorous academic program that will significantly increase student achievement in all academic areas. All curricula areas will receive focus within the scope of the magnet program and learning strategies implemented throughout the year. This focus will include the core academics, reading skills, mathematics knowledge, scientific inquiry, and social studies, along with elective classes including Project

Lead the Way, art, band, orchestra, Spanish, Latin, French, English as a Second Language (ESL), computer skills, keyboarding, Family Consumer Science, and Physical Education. Students will be able to find an outlet for their gifts in math, science, and pre-engineering in one or possibly many of the options that are available to them.

Curriculum approaches will include, but are not limited to, Learning Focus Strategies, cooperative grouping, Project Lead the Way, and Big 6. Through teacher forums, classroom visits within the school and district, and small group discussions, collaboration will occur monthly with a chance for teachers to re-visit and re-evaluate their classrooms. Teaming within each grade level will ensure consistency between classes. Departmental meetings will give each subject area the possibility to meet and discuss needs, issues, and findings. These groups then will meet back with the entire faculty to share so that all staff may benefit from good strategies and solutions to problems.

School climate will be based around the CHAMPs model. Teachers will have consistency in dealing with students and students will know expectations at the start of each day. Through CHAMPs, there will be no surprises for students on what is expected as they move throughout the building. All staff will be working together for one goal: to make Hanes GPA the best school offered for students and parents in the district. Students will be expected to move throughout the building in a quiet and orderly fashion.

Teachers will monitor students and walk students to and from the hall. The stairwells in the school will need to be upgraded due to the echo in them. Soundboards will be purchased to put in stairwells to help maintain the echo of noise and voices as students move throughout the building. Stairwells become curriculum-based areas with science and math formulas along with artwork of famous scientists and mathematicians painted on the walls. As students move from

one floor to the next, they will be able to expand their knowledge of math and science formulas and put faces to names of some of the greatest mathematicians and scientists that have impacted our lives. Televisions will be purchased for the hallways and the classrooms that currently do not have one. Student achievement, announcements, and soft music will be played during parts of the day to keep students up-to-date and to help with the noise in the hallways. When students are engaged, noise levels decrease. This is also true in switching classes and moving throughout the building.

The building will need changes to the interior and furniture throughout the school because Hanes GPA will become a learning environment from curriculum choices to décor in specific learning environments, such as the media center and cafeteria, to math, science, and pre-engineering themes throughout the building on walls, stairwells, and common areas in the school, such as opening foyers and office.

**Meeting the Needs of All Students:**

All students are gifted in their own way. The academically gifted student will find a variety of options and learning interests at Hanes GPA. From the extra-curricular options to the rigor of everyday academics, students at Hanes GPA will be challenged in all curriculum areas. Students will be given the opportunity to set goals and expectations beyond their reach and strive to complete those with success. Choices for the gifted student will include: Project Lead the Way, Latin, French, Spanish, art, band, orchestra, computer technology, and physical education. These possibilities will be offered for students to have a chance to shine and show success in at least one area of study. Differentiated instruction will be offered throughout the building to meet the ever-changing needs of the gifted students.

Students will be expected to achieve success in all areas of academics. The expectations

will be high in all classes. Students will internalize their giftedness through interest inventories, quarterly clusters, and participation in after school activities, student showcases (award programs, student broadcast, LCD monitors showing successful students), and success in meeting their personal learning goals. Expectations for students and staff will be raised to go beyond the ordinary. Making an “A” on an assignment that was not a challenge is not a true expectation.

Students who are not strong academically will still be able to utilize their giftedness in the PLTW discrete course as well as the regular core classes. Through a variety of teaching strategies that meet the different learning styles, all children can be successful whether it is telling a story in written form, oral story telling, putting the story to music, or drawing the story through storyboards. A student's gifts can be found by offering a variety of learning challenges and allowing students the opportunity to choose the style that best suits their learning. Student giftedness will be found using a variety of learning and teaching strategies, utilizing the School wide Enrichment Model which will allow students to choose the area they are in which they will be working, availability of after school clubs and events, and through the general rigor of the classroom which will offer students choices in learning and problem solving.

**Meeting the Needs of the Limited English Proficiency Student:**

English, as a Second Language classes will be available for Limited English Proficient students at different levels. There will be trained teachers on each of the teams that teach LEP students. They will be trained in the Sheltered Instruction Observation Protocol (SIOP) method, as well as in differentiating instruction in all curriculum areas. Strategies that teachers will use will include, but not limited to, language objectives, essential questions, appropriate wait time, information presented in English (as well as their Native Language, in writing), and repetition.

These students will participate in all careers and pre-engineering activities completed in the core classes as well as the elective classes they choose to take.

**Meeting the Needs of the Individual Student:**

Students who are identified learning disabled will be served one of two different ways. Some students are served in self-contained classrooms for core classes but attend core or elective classes each day also. The remaining students are served within the regular classroom. Students with individualized educational plans (IEP) will receive modifications within the regular classroom through an inclusion model. All modifications are adhered to in all classes. The Exceptional Children (EC) specialist attends the class with the regular education teacher to offer help to the students with special needs.

All students participate in physical education. At-risk students are also enrolled in a computer course each year. All students are given the opportunity to explore various careers through Career Start within their regular classroom environments. Career Start is a district-level initiative to provide students with a chance to explore real-life careers through mini-lessons developed to meet the curriculum standards at each grade level. Students are encouraged to participate in after-school events including athletics, clubs, or one of the many academic events held at Hanes GPA. All students are offered a rigorous program and a consistent manner of instruction throughout all curriculum areas.

**(iii) Hanes Gateway Pre-engineering Academy will carry out a high quality educational program that will substantially strengthen students' reading skills and knowledge of mathematics, science, history geography, English, foreign language, art, music, and vocational skills.**

### **The North Carolina Standard Course of Study (NCSCOS) Curriculum Alignment:**

**Mathematics:** The NCSCOS in mathematics has a rigorous curriculum in all grades. Hanes GPA will provide opportunities for academically gifted mathematics students to complete courses as far as Geometry at the eighth grade. The courses currently offered will be re-visited to offer this same expansion of the mathematics curriculum to all students who have a gift in math. All students who excel in mathematics will begin in the sixth grade with a compacted curriculum that will allow them to take pre-algebra in sixth and follow it with Integrated Math I in seventh and Integrated Math II in eighth. At the completion of Integrated Math II, students will take the End of Course test for Algebra I. This is more rigorous than the current offerings that only allow students to progress through Integrated Math I or pre-algebra by eighth grade depending on their math ability. With the help of technology, such as The TI-Navigator System, students will have the opportunity to share their work in a unique way as well as teachers will have the chance to make sure all students have equal participation in math class. The TI-Navigator System is a technology-based system, which allows students to connect their graphing calculators (TI-84) to small hubs, which in turn send information to the home computer, the teacher. It also permits the teacher to send information to the students.

**Science:** The science program at Hanes GPA is an inquiry-based program using SEPUP (Science Education for Public Understanding Program developed by Lawrence Hall of Science at the University of California, Berkeley) for the main curriculum. This is a hands-on, activity-based science program where students work through problems using an inquiry learning process to find solutions. Students are presented a variety of ways in which to learn the material: hands-on activities, laboratory-based projects, videos, reading material, and research. Resource materials are limited and will need to be purchased for students to become successful at technical

reading and writing. A technology component is embedded into the program where appropriate but is not updated. Teachers will need to have technology available such as the TI-Navigator, TI-84 graphing calculators, Vernier temperature probes, etc. Resources and laboratory programs (SEUP) are currently limited and must be shared between classrooms and even between schools on the same grade level. This grant will allow us to adequately fund the current science program. The math, science, and pre-engineering programs will consist of areas of technical reading and writing that students will need to be trained in order to be successful.

**Social Studies/History and Geography:** Non-fiction reading, higher-order thinking skills, and comprehension of material are areas of focus within all our social studies/history and geography classes. Technology is incorporated within the curriculum as often as possible to allow students the chance to view the global world as well as specific areas of study. Access to primary sources, current events, and modern technology are important to the success of the social studies program at Hanes GPA.

**English/Reading/Writing:** The English program at Hanes GPA consists of language arts, reading, and writing components built into one class. Teachers are provided with pacing guides and writing backmapping guides to help them plan their year successfully. Backmapping guides provide them with a writing outline for the year along with project ideas that satisfy a particular genre of writing. Different areas of writing are touched on in different quarters of the school year at all three grade levels. Consistency and elaboration is the key to good writing. Students work towards completion of a research project and paper during the eighth grade year. The skills needed to be successful in eighth are built on from sixth and seventh grades.

The language arts program is North Carolina standards based and utilizes textbooks, novels, non-fiction works, biographies, autobiographies, poetry, newspapers, and magazines as

part of the curriculum. Reading skills are taught as well as test-taking and comprehension strategies throughout the course of the year. Story mapping and graphic organizers are utilized to help students organize their thoughts. Reading and writing are integrated into all curricula areas. Teachers will be trained to teach students how to read and write technically.

A Learning Focus literacy plan will be implemented within the school. It will provide instructional practices that are tied into a variety of learning strategies. It will offer instruction that is more developmentally appropriate for keeping the attention of middle grade students. It will be an addition to the standard instruction offered throughout the building. Learning Focus literacy will provide opportunities for frequent monitoring and feedback to increase student achievement. It will provide a visual representation of learning for those who need it.

**Foreign Language:** The foreign language program at Hanes GPA is offered through core or elective classes. Spanish, Latin, and French are offered as courses in which students can sign up beginning in sixth grade and continue through seventh and eighth. Students who complete three years of the same language are invited to take a language placement test to exempt the first year of foreign language in high school. Students use a variety of learning techniques in order to be successful in the language of their choice.

**Art and Music:** The art course offered at Hanes GPA provides students opportunities to have work displayed within the school. Projects are completed during the school year that allows each student who participates in art a chance to showcase their gifts and talents. The band participates in many activities during the school year including concerts, showcases, and an occasional showing in the community. Orchestra is also offered at Hanes GPA for students in grades six, seven, and eight. The integration of math, science, and pre-engineering in the arts will be evident throughout the school. Teachers will elaborate on the connection between the

arts and pre-engineering.

**Vocational Skills:** Vocational classes offered include: business computers, keyboarding, and family consumer science class. Students are given the chance to explore different aspects of computers including keyboarding, programs, and Internet usage. Students learn vocabulary associated with the parts, workings, and usage of computers. Students learn about careers, health issues, and proper etiquette in family consumer science class. Math, science, and pre-engineering concepts will be integrated into each of these curriculum areas. Students will be able to make a connection between pre-engineering careers and the work they will complete in each of these classes.

**Professional Development:**

The following table outlines the professional development opportunities that will be required of all staff or particular groups to ensure success in the implementation of this magnet theme. At Hanes GPA, we believe that consistency is the key to a successful program; therefore, staff will be required to attend all professional development sessions, including technology workshops. Within the three years, all staff, including new staff members, will be trained in all areas of curriculum development and school climate.

**Professional Development Timeline to Build Program Capacity**

<b>Date</b>	<b>Proposed WKSP</b>	<b>Participants</b>	<b>Hours/CEUs</b>
<b>Year One</b>			
Fall 2007	CHAMPs	All Licensed Staff	16 hours/1.6 CEUs
Fall 2007	Foundations	All Licensed Staff School Improvement	16 hours/1.6 CEUs 32 hours/3.2 CEUs

		Team	
Fall 2007	AG Licensure	All Core Staff without licensure	18 College Credit hours
Fall 2007	Web Page Design	All Licensed Staff	2 hours/2 CEUs
Fall 2007	Mimio Setup	All Licensed Staff	2 hours/2 CEUs
Fall 2007	PowerPoint and LCD projector training	All Licensed Staff	2 hours/2 CEUs
Fall 2007	Learning Focus Strategies Training	All Licensed Staff without training	16 hours/1.6 CEUs
Fall 2007	Literacy Training	All Licensed Staff	16 hours/1.6 CEUs
Spring 2008	TI-Navigator System	All Licensed Staff	16 hours/1.6 CEUs
Spring 2008	Technology Integration	All Licensed Staff	8 hours/8 CEUs
Spring 2008	Project Lead the Way	PLTW Coordinator: A review will be for all licensed staff (16 hours)	80 hours/8.0 CEUs
<b>Year Two</b>			
Summer 2008	The Renzulli Schoolwide Enrichment Model	All Licensed Staff	40 hours/4 CEUs
Spring/Fall 2008	AG Licensure	All Core Staff without	18 College Credit

		licensure	hours
Fall 2008	Mimio Setup	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2008	CHAMPs	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2008	Foundations	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2008	PowerPoint and LCD projector training	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2008	Web Page Design	All Licensed Staff (Reinforce)	1 hour/.1 CEUs
Fall 2008	Learning Focus Strategies	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2008	Literacy Training	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2008	Project Lead the Way	All Licensed Staff (Reinforce)	16 hours/1.6 CEUs
Fall 2008	TI-Navigator System	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2008	Technology Integration	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
<b>Year Three</b>			

Summer 2009	TI- Navigator System	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Spring/Fall 2009	AG Licensure	All Core Staff without licensure	18 College Credit hours
Fall 2009	CHAMPs	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2009	Literacy Training	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2009	Technology Integration	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2009	Learning Focus Strategies	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2009	Project Lead the Way	All Licensed Staff (Reinforce)	16 hours/ 1.6 CEUs
Fall 2009	Foundations	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2009	Mimio Setup	All Licensed Staff (Reinforce)	<u>2</u> hours/.2 CEUs
Fall 2009	PowerPoint and LCD projector training	All Licensed Staff (Reinforce)	2 hours/.2 CEUs
Fall 2009	The Renzulli Schoolwide	All Licensed Staff (Reinforce)	16 hours/ 1.6 CEUs

	Enrichment Model		
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**(iv) Encourage greater parental decision-making and involvement.**

Parent involvement will be encouraged and promoted throughout all the curriculum areas. Through the School Improvement Team, Parent Teacher Student Association, volunteerism, and mentoring, parents have an opportunity to get involved in their child's education and the education process of the school. We have active parents within our school and community. There will be a parent and student evaluation form set up online so classes and activities within the school for each teacher can be assessed. This will allow school personnel to know what is working well and what needs a closer look.

**(v) Improve the Racial Balance of Students within the school and classes by reducing, eliminating, or preventing minority group isolation in its schools.**

The racial balance of students within Hanes Gateway Pre-engineering Academy (62% minority to 38%) along with the socioeconomic status of the school is not equitable. The current population is classified as 54% free or reduced lunch. The goal is to reduce the population of free or reduced status by recruiting students from diverse socio-economic families. Student involvement in cooperative learning throughout the teams will transcend race, gender, socioeconomic, and age lines. Learning Focus Strategies, including cooperative grouping, will increase the confidence levels of the minority students by offering an environment where all different types of gifts are recognized and success is guaranteed.

**School Level Recruitment Activities:**

The current statistic (54% of students on free and reduced lunch) highlights the need for increased diversity at Hanes Gateway Pre-engineering Academy. The first step to success will

be to create focus groups from the elementary schools in the area to allow them the opportunity to voice their opinion of what they are looking for in a middle school environment. Through the WS/FC schools instructional services department, all fifth grade students who are looking for a more rigorous instruction will be identified and contacted. Student interest will be peaked by receiving a prepared packet of courses offered at Hanes GPA. The target audience will be fifth grade parents and students, prior to the time when magnet applications are available.

Open forums will be held to showcase the courses offered, the new programs developed, and the staff. Parents will have a chance to meet their child's prospective teachers. The forums will be advertised through the use of the district TV channel, local newspapers, and district and Hanes websites. School tours and classroom visits will be available including a question and answer session with the principal. Many parts of the building are very unattractive and areas need to be refurbished in order to attract and make appealing to potential students and parents. The school is located in an urban area in a deteriorating neighborhood, gang activity is prevalent in the neighborhood, and the school must be appealing to attract parents and students to attend.

The development of a brochure that explains all program details and courses offered will be produced. Brochures will be mailed to families of rising sixth graders outlining the advantages of sending their child to Hanes GPA. These brochures will also be distributed at the system-wide Magnet Fair held in early spring. The Magnet Fair is an opportunity for all magnet schools in the district to showcase what they are doing within their particular schools. It is also a chance for parents and students to compare offerings of different magnet schools within the district and decide if any of those schools meet their child's needs. At the Magnet Fair, students are able to apply for the magnet school they want to attend. Other recruitment activities will include quarterly advertisements on radio, newspaper, and on television. A multi-newsletter

email campaign will introduce rising sixth grade students and their parents to the advantages offered at Hanes Gateway Pre-engineering Academy. Below is an example of a recruiting activity timeline. Recruiting activities will be planned similar to this approach each year.

**Recruitment Timeline**

<b>Recruitment Activity</b>	<b>Estimated Start Time</b>	<b>Person Responsible</b>
Target Groups	Spring 2007	Principal, Guidance Counselor
DVD of School	April/May/June 2007	Magnet Team and Production Committee
Publishing of Brochure	Summer 2007	PTSA, Principal, Curriculum Coordinator
Magnet Gadgets	Summer 2007	Magnet Team
T-Shirts designed and Printed	Summer 2007	Magnet Team and T-Shirt Committee
Open Forums	August 2007	Principal, Staff
Radio, TV, Newspaper advertisements	Fall 2007	Magnet School Coordinator
School Tours	Fall 2007	Principal, Magnet School Coordinator
Magnet School Fair	January 2008	Principal, Curriculum Coordinator

R. J. Reynolds High School – “Spotlight on the Arts”  
Magnet School for the Visual and Performing Arts  
301 North Hawthorne Road, Winston-Salem, North Carolina 27104  
Phone: (336) 727-2061 Principal: Dr. Art Paschal  
Racial Composition: 58.1% Minority, 42.8% White – Total Enrollment 1536

**INTRODUCTION**

R. J. Reynolds - “Spotlight on the Arts” - Magnet High School for the Visual and Performing Arts must cast its students on the 21<sup>st</sup> century world stage. Our high school is located in an urban neighborhood in a city that has seen significant depletion of its traditional job market in the last ten years. Coordinated efforts are being made to create new job markets within the emerging design cluster in the Triad Area. Our school services families at both ends of the economic spectrum. Thirty-five percent of our students are on free or reduced lunch. While we have high average SAT scores, we also have achievement gaps in standardized testing of over sixty percent among our diverse population. R. J. Reynolds needs a vehicle to bring these diverse groups together with high expectations of success. Arts integration programs show that such an approach has the greatest effect on disadvantaged learners (Ingram and Scashore, 2003). Low performing students in these programs consistently defied teacher’s expectations as they found pathways to success through the arts that had eluded them in conventional classrooms. (Rabkin, 2006)

Creating an arts rich environment and allowing students to learn through multiple intelligences will provide Reynolds High School the ability to reach students disenfranchised by

traditional high schools. Our school's community makeup is shown in the tables below.

Table 1: R.J. Reynolds Community Profile (9/2006) – Ethnic Subgroups

Subgroup	Number of Students	Percentage of Students
African American	647	42.1%
American Indian	1	0.07%
Asian	32	2.1%
Hispanic	169	11.0%
Multiracial	45	2.9%
White	642	42.8%
<b>Total</b>	<b>1536</b>	<b>100%</b>

Table 2: R.J. Reynolds Community Profile – Other Student Subgroups

Subgroup	Number of Students	Percentage of Students
Children with Disabilities	156	10.2%
Academically Gifted	239	15.6%
Limited English Proficient Students	106	6.9%
Total Free and Reduced Lunch	511	33.3%
Section 504	26	1.7%

The motivation for this grant is to graduate students who are ethical, socially conscious, and responsible members of their community through making the arts an accessible and integral part of our intellectual and cultural environment.

R. J. Reynolds High School is especially suited for a Visual and Performing Arts Magnet High School. From the physical presence of our campus and the strength of our existing programs, to the incredible history of arts patronage in our community, our school stands ready to transition from a good high school to a great high school. We believe "Spotlight on the Arts" is our best vehicle for this vital journey. We believe our program design will address key areas of concern facing the American public high school in the 21<sup>st</sup> century.

As we prepare to move forward in this new millennium, it is helpful to review Reynolds's illustrious past. In 1919, donations from P. H. Hanes and Katharine Smith Reynolds created the

idea of a new, state of the art public high school. The vision for R. J. Reynolds High School emerged in 1919 when renowned architect Charles Barton Keen drafted designs for the school. Included in these plans was an auditorium to be built as a memorial to Mrs. Reynolds' late husband, R. J. Reynolds. When the auditorium opened in May of 1924, Mrs. Johnston (Katharine Smith Reynolds) wanted the auditorium to be "a community as well as a school resource, where citizens could attend a variety of programs" . . . as well as "showcasing the accomplishments of public school students" (Kutcher, 29-30). Both the school and auditorium have endured for over eighty years and during that time have become a mainstay within the Winston-Salem arts community. In 2002 the auditorium reopened after a significant renovation and currently stands as a state of the art facility. In the 2001 bond cycle in Forsyth County, Reynolds received around one million dollars for the construction of a performing arts addition and renovation of the existing music wing. With these latest enhancements to our campus, Reynolds High school stands performance ready in the 21<sup>st</sup> century.

It is the strength of our existing arts programs that creates the foundation from which our new vision may be launched. A substantive core curriculum already exists that continually fosters excellence in the arts. Year after year Reynolds High School arts faculty work hard to provide opportunities for all arts students to excel in the arts. While we take pride in challenging students to reach their highest levels of achievement, the implementation of a magnet high school in Visual and Performing Arts promises opportunities for participation and experience that will increase exponentially in the years to come.

Winston Salem has long enjoyed an incredible history of arts patronage. In the literature for the Arts Council for Winston-Salem and Forsyth County, the council's history is recounted:

“Since its revolutionary beginnings in 1949 with \$7,200 in seed money from the Junior League of Winston-Salem, The Arts Council has celebrated more than 50 years of milestones. Throughout the decades, The Arts Council has provided proactive leadership, sparked cultural growth and provided funds through grant programs to create a flourishing cultural environment.

As the nation's first arts council, The Arts Council of Winston-Salem and Forsyth County continues to be a role model for other not-for-profit corporations throughout the country. In the late 1980s, city and county leaders designated The Arts Council as the official local arts agency and sole conduit for public arts funding. The ability to raise funds and enhance cultural resources is the cornerstone of our service to artists, arts and cultural organizations and the entire community.”

Less than two decades later the North Carolina School of the Arts was added to the rich arts tradition in the Piedmont.

“An arts conservatory of international renown, the North Carolina School of the Arts was the first state-supported, residential school of its kind in the nation. Established by the N.C. General Assembly in 1963, the School of the Arts opened in 1965 after nearly a million dollars was raised to win the new school for Winston-Salem. In 1972, the School became part of the prestigious University of North Carolina system.” (NCAS homepage)

Most recently, development in the arts in our area has shifted from a focus on entertainment to careers in the arts with the opening of the Center for Innovative Design.

“In 2003 a Comprehensive Economic Development Strategy (CEDS) was developed by Angelou Economics for the region served by the Northwest Piedmont Council of Government.

The strategy strongly recommended, based on market demand, that the region pursue a course to accelerate the growth of the cluster of design-intensive businesses that exists in the Piedmont Triad. The strategy recommended a multi-faceted approach including supporting the expansion of existing design-intensive companies in the region, fostering innovation leading to new design-intensive companies, providing support for entrepreneurs, and developing a skilled design workforce to drive the regional economy.” (CDI homepage)

The community surrounding R. J. Reynolds High School clearly stands ready and inclined to support our Visual and Performing Arts magnet program. From our facility and staff to our arts rich region, R. J. Reynolds High School is perfectly poised to expand and extend our legacy of excellence well into the 21<sup>st</sup> century.

#### ***Magnet Theme Overview***

***“Spotlight on the Arts”- Visual and Performing Arts Magnet Theme with Integrated Core Curriculum-*** R J Reynolds seeks to create and foster academic excellence by immersing students in a program enriched in the visual and performing arts. In both discrete arts courses and core classrooms we believe that our program is the best reform plan for preparing students to demonstrate originality and inventiveness in work; development, implement and communicate new ideas to others; and are open and responsive to new and diverse perspectives. The Partnership for 21<sup>st</sup> Century Skills believes these are skills that prepare students for careers after high school. The program taps into the interests, motivations, and talents of our students energizing them about learning and showing them their potential for great success after graduation. By creating partnerships with community arts programs, community service organizations, and area universities and colleges, we will nurture the whole student by exposing

them to the arts rich community in which we live. Core academic areas will be arts integrated in both pedagogy and practice, providing an environment in which *all* students will be exposed to the arts on a consistent basis. Students will have the opportunity to choose one of three distinctive “strands”- “Arts Aware”, “Arts Infused”, or “Arts Intensive”. Each of these areas will serve our students by embracing the three fundamental principles that guide our vision of an arts based high school:

1. **The need for continuance of an arts-based magnet from elementary, middle, to high school.** The Winston Salem Forsyth County school system currently offers arts-based magnet theme schools at the elementary and middle school level but does not have a high school arts-based magnet themed school. Students need quality high school matriculation and a bridge to post-secondary study.
2. **The evidence that supports the relationship between arts education and student achievement.** A report released by the U. S. Department of Education in 2003 entitled *Red, Yellow, Blue: A Primary Study of the Strengths, Limitations and Challenges of Arts Magnet Schools* reveals convincing evidences of links between arts integration in magnet schools and higher test scores. In support of increased academic achievement, Judith Hanna (1999) is cited as she suggests, “...the standardized test results of students who attend arts magnet schools, as well as other magnet programs that combine academic and career goals, seem to indicate that arts magnet schools foster academic excellence.” Educational researchers Nick Rabin and Robin Redmond have found “arts-integrated programs are associated with academic gains across the curriculum as reflected in standardized test scores, and they appear to have more powerful effects on the achievement of struggling students than more conventional arts education programs do.”

Creating a partnership between the arts education and the core curriculum supports increased success in all areas of achievement.

- 3. The need to expose low socioeconomic and minority groups to an arts enriched environment.** After observing arts integrated programs at schools in Chicago, Minneapolis, and Boston, Dan Weissman a veteran education journalist states that it is clear “the arts bring ‘authentic intellectual work’ to students in ways that are challenging and disciplined, yet somehow enable students who may be defeated by challenges in other settings to shine.” Educational researchers Rabkin and Redmond cite Catterall, et.al. referring to the National Education Longitudinal Study of 1988, “Gains associated with high arts participation were greatest for students in the lowest-socioeconomic-status quartile, those most at risk of academic failure”. Evidence suggests the arts elevate the disadvantaged student.

RJ Reynolds aims to meet the varied needs of its diverse student body through the magnet theme and by providing diploma endorsement design choice to students. Students will associate with one of the three “strands” of the program, based upon their level of talent, interest in and desire for exposure to the arts.

Most students will be considered “Arts Aware” students. Students in this category will be exposed to the arts through the “Freshman Humanities Wheel” classes along with arts integrated core classes. These students may decide not to take discrete courses offered in the arts disciplines, but will continue to be exposed to the arts through arts integrated core curriculum and campus wide arts related events. We believe that these students will experience the arts as a learning vehicle in the core subject areas, resulting in a deeper connective, academic understanding.

Some students will be considered “Arts Infused” students. Like the “Arts Aware” students, these students will also experience the arts through the “Freshman Humanities Wheel”; however these students *will* enroll in some of the discrete classes offered by the arts disciplines. These students will also be exposed to the arts through arts integrated core curriculum and campus wide arts related events performances. We believe that “Arts Infused” students will take arts classes that are broad in scope, giving them the opportunity to discover artistic careers and develop artistic talents.

A few students will be considered “Arts Intensive” students. “Arts Intensive” students will experience the arts through the “Freshman Humanities Wheel”, an arts integrated core curriculum, and campus wide arts- related events. “Arts Intensive” students will also follow a series of discrete classes offered by the arts disciplines in preparation for a career in the visual or performing arts.

All students will be exposed to the arts through the “Freshman Humanities Wheel” which will consist of a sampling of humanities classes each lasting four and a half weeks. At the end of the four and a half weeks, students will rotate to a new humanities offering. Students will receive a humanities credit for this year long course. Classes included in the “Freshman Humanities Wheel” will be as follows:

- *Cultural Languages*- An overview study of language, region and the arts associated with different areas of the world.
- *Theatre Arts*- An overview of acting, production and theatre history.
- *Choral Music*- An introduction to choral performance through songs such as The Alma Mater, The Fight Song, The School Hymn, The National Anthem, and others.

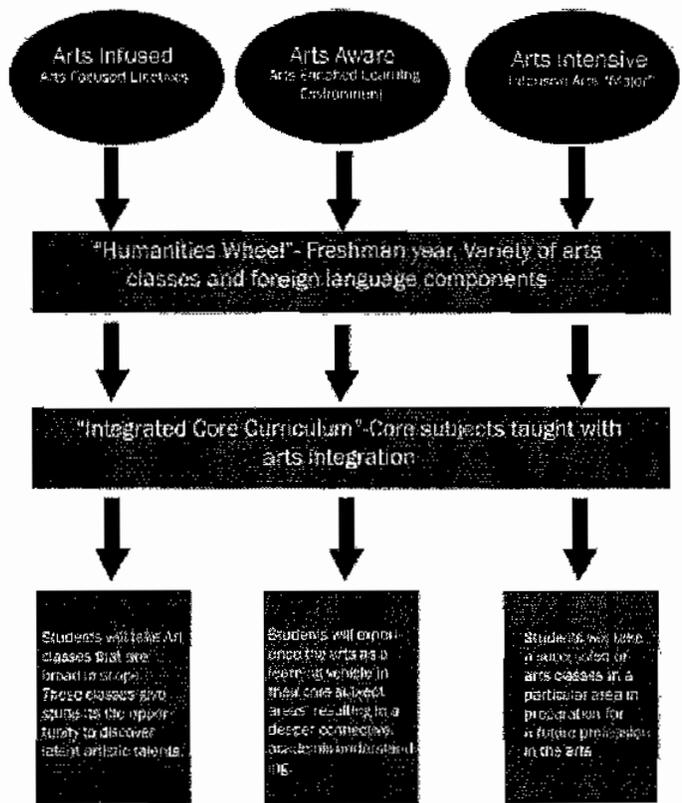
- *Instrumentation*- An introduction to instrument playing through basic music reading, guitar, and piano.
- *Creative Writing*- An exposure to a variety of expressive writing techniques including fiction and poetry.
- *Movement/Dance*- An introduction to dance through social dances including line dancing, the waltz, the box step, and others.
- *Visual Arts*- An introduction to art making techniques, criticism and history.
- *Careers in Arts*- An exposure to the variety of careers available in the arts.
- *Dramatic Interpretation* – An introduction to oratory presentation and the spoken word.
- *Readings in the Arts* – A literacy-based course grounded in primary sources related to the arts.

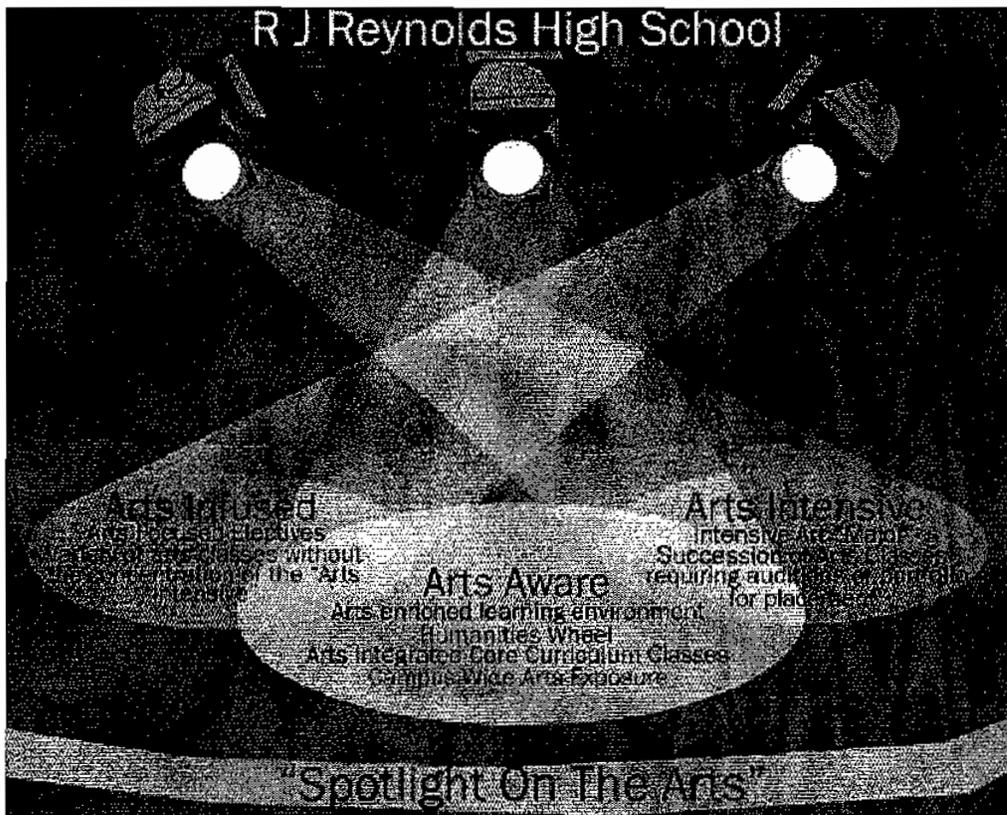
The “Freshman Humanities Wheel” will create a common culture and campus-wide exposure for all incoming freshman students. We believe this experience will lay the foundation for crucial, long-term relationships between staff, faculty, students and the curriculum.

All Students will be exposed to the arts through campus wide, arts related events and exhibits. Support from this grant will allow two professional performances each year; building of a “lunchtime” performance stage; art exhibits in regular classroom building hallways; LCD projectors and sound systems in the cafeteria for lunchtime broadcasts; and LCS projectors in every classroom to facilitate arts integration and presentation.

The vision of our program is illustrated in the following flow chart and graphic:

## R J Reynolds Arts Magnet Strands





***Discrete Arts Classes and Programs***

As part of our vision, R J Reynolds High School will create new, cutting edge courses and opportunities for our students. The following represents program visions and discrete classes that will be offered within in the arts curricula.

**Visual Arts:** The visual arts department aims to focus its program on developing students prepared to create art in the 21<sup>st</sup> century. As a result, students will be trained traditionally through classes such as *Drawing, Printmaking, Three Dimensional Design and Painting.*

Students will also be exposed to new technologies in art making through classes such as *Electronic Media (Photoshop, Illustrator, and Flash), Digital Photography, and Animation*. The visual arts department will also offer Advanced Placement classes such as Advanced Placement (AP) *Art History, AP Art Portfolio-2D, AP Art Portfolio-3D, and AP Art-Drawing*.

**Dance:** The Dance department will advance its program to include specialized classes in dance such as *Ballet, Tap/ Rhythmic Dance, Jazz, Dance History, and Dance Repertory*. It is the vision of the dance department to educate students on the many careers in dance, to create and coordinate campus and off campus performances, and aid in the overall health and well-being of its students.

**Orchestra:** Orchestra will develop its program further by adding new classes such as *Electronic Music, Master classes by Instrument, and AP Music Theory*. It is the vision of Orchestra to expose students to professional performances, by providing on-campus visits by guest artists, and to help create an arts-rich environment through campus wide performances.

**Choral Music:** The Choral Music program seeks to serve students regardless of accomplishment level and enable them to excel to the best of their ability. To achieve success in the area of Choral Music, students will find curriculum that provides a thorough and rigorous musical foundation for teaching, performing, or directing. Expanded classes will include *A Capella/Vocal Jazz/Performance Ensemble, Music Theory, Class Piano 1, Electronic Music, AP Music Theory, Class Piano 1 & 2 for Proficiency, Vocal Repertoire, Musical Theatre/Light Opera Repertoire, and Piano Rep Class*.

**Theatre Arts:** The Theatre Arts department plans to expand its program by implementing new classes that highlight careers in the theatre such as *Acting, Technical Theatre, Musical Theatre, Broadcasting, and Film Making*. It is the vision of the Theatre Arts department to encourage participation from all students and offer arts enriching activities through campus performances, visiting artists, and community collaboration.

**Band:** The vision of Band will include providing increased resources such as outside instructors, new equipment, and opportunities for travel. The Band will also aid in creating an arts rich environment by facilitating campus wide concerts and performances. Band will expand its course offerings to include *Chamber Music, Concert Band, Symphonic Band, Wind Ensemble, and Jazz Ensemble*.

#### Overview of Minority Achievement Gap

In the Winston-Salem/Forsyth County School System, children are assigned to a high school based on their home address. However, parents may elect to send their children to any other high school in the district through the "Choice Transfer Program." Using this process, the school district has allowed parents to choose the high school which best meets their child's needs. In the "Choice" program, the school system does not provide transportation to children who do not attend their assigned school. This generally allows for the more affluent children to attend the school of their choice while the low socioeconomic child must attend their neighborhood school due to a lack of transportation elsewhere.

As a result of this program, in the last 6 years R.J. Reynolds' population has trended to a higher percentage of lower income African American and Hispanic students and a lower percentage of affluent White students as evidenced by the 19.2% increase in Free and Reduced Lunch students in the last seven school years. Over one third of our students are currently on Free or Reduced Lunch.

Table 7: Trends in R.J. Reynolds Community Profile

Subgroup	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
White	57.9%	53.4%	52.1%	48.1%	47.5%	47.5%	42.8%
African-American	31.2%	32.3%	32.7%	33.9%	35.7%	38.8%	42.1%
Hispanic	7.6%	9.3%	10.2%	12.8%	12.3%	9.6%	11.0%
Free and Reduced Lunch	15.7%	18.9%	21.7%	24.5%	26.7%	30.7%	35.0%

In August 2005, two new high schools opened in our district radically shifting the boundaries of the schools. This exacerbated the decrease in the socioeconomic levels of the school. To counteract this phenomenon, we believe "Spotlight on the Arts" will retain and attract the diverse and dedicated actors, artists, and musicians to R.J. Reynolds High School. Importantly, the Magnet School Program does provide transportation for its students, excluding no one from participating in the learning environment proposed by this grant.

This increase in lower income minority students has coincided with a dramatic increase in the achievement gap between White and African American students as well as between White and Hispanic students. The charts below show this dramatic increase in four core classes:

Algebra 1, Biology, English 1, and Geometry.

Table 3: Achievement Gap from 2000-2006  
Algebra 1 End of Course Test Proficiency Rate

	2000-01	2001-02	2002-03	2003-04	2004-05
White	89.2%	85.8%	90.8%	88.4%	73.5%
African American	75.6%	81.1%	80.3%	65.6%	53.8%

<b>Hispanic</b>	75.0%	83.3%	81.8%	57.8%	55.9%
<b>White-African American Gap</b>	13.0%	17.4%	10.8%	22.8%	19.7%
<b>White-Hispanic Gap</b>	14.2%	22.5%	20.0%	10.6%	17.4%

Table 4: Achievement Gap from 2000-2006  
Biology End of Course Test Proficiency Rate

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>White</b>	79.4%	88.6%	87.2%	83.3%	87.3%
<b>African American</b>	37.2%	49.2%	36.0%	36.1%	23.6%
<b>Hispanic</b>	25.0%	55.6%	27.1%	28.1%	23.6%
<b>White-African American Gap</b>	42.2%	39.4%	51.2%	47.2%	63.7%
<b>White-Hispanic Gap</b>	54.4%	33.0%	60.1%	55.2%	63.7%

Table 5: Achievement Gap from 2000-2006  
English 1 End of Course Test Proficiency Rate

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>White</b>	90.3%	92.6%	96.5%	96.1%	94.2%
<b>African American</b>	51.0%	63.2%	75.2%	68.3%	64.2%
<b>Hispanic</b>	72.7%	90.9%	84.0%	27.0%	33.8%
<b>White-African American Gap</b>	39.3%	29.4%	21.3%	27.8%	30.0%
<b>White-Hispanic Gap</b>	17.6%	21.7%	12.5%	69.1%	60.4%

The most dramatic example of the achievement gap in End of Course Tests at R.J. Reynolds has developed in Biology I. The White-African American and White-Hispanic gaps in Biology for the 2004-2005 school year is 63.7% for both groups. 94.2% of White students were proficient in Biology while only 23.6% of African American and 23.6% of Hispanic students demonstrated proficiency. This is a formidable gap and indicates that something must change in order to reach these students and help them be successful.

To compound the seriousness of the achievement gap is the fact that starting with the class of 2010, students must pass these three EOC tests as well as ones in Economics/Civics and US History in order to earn a high school diploma. If this achievement gap persists, the graduation rates of our African American and Hispanic students will plummet.

Unfortunately, we already have a problem at R.J. Reynolds with a disparity in graduation

rates. The following table shows the graduation rates for the last school year.

Table 8: R.J. Reynolds Graduation Rate 2005-2006 School Year

Subgroup	Total Graduated	Total Possible	Percent Graduated
<b>African American</b>	131	195	67.2%
<b>Asian</b>	10	10	100.0%
<b>Hispanic</b>	50	139	36.0%
<b>Multi-Ethnic</b>	9	16	55.6%
<b>White</b>	216	255	84.7%
<b>Total</b>	<b>416</b>	<b>615</b>	<b>67.6%</b>

Currently, we have a problem retaining and graduating African American and Hispanic students in four years. Only 67.2% of African Americans and 36% of Hispanic students that started with the class of 2006 actually graduated with the class of 2006. Through integrating the arts into the core curriculum and the “Spotlight on the Arts” program, we intend to engage and motivate these students to remain in school and to graduate. Dee Dickinson (2007) reviewed in “New Horizons for Learning” shows that “learning through the arts often results in greater academic achievement and higher test scores.” The evidence is substantial that a multiple, integrated approach to education creates greater success for greater numbers.

Two new opportunities loom on the horizon for North Carolina High School students; the adoption of the American Diploma Project and the Senior Project. With adoption of the American Diploma Project, North Carolina is moving away from four different pathways to graduation to only one path – College Preparatory. This will raise course requirements for graduation and leave little room for error among these 21<sup>st</sup> Century students. With the increased requirements and increased rigor, all students will be required to take 2 years of a foreign language as well as being required to take a math class beyond the Algebra II level.

The Senior Project is a requirement for the class of 2010 and beyond and includes three components: a research paper, a product, and a presentation. We will use the arts education and

core integration components to prepare the students for success with this project. Artful teaching, rigorous discrete courses, and an integrated core curriculum creates relevance in a student's day often missing in the traditional high school experience. Additionally, arts magnet students may wish to investigate careers in the arts as part of this project requirement.

Community involvement integral in our magnet design will facilitate success in The Senior Project.

Over the last six years R.J. Reynolds High School, demographics have shifted. We have developed a concurrent and dangerous achievement gap. We are at a turning point and we must change to meet the needs of our students and to prepare them for the world stage. R. J. Reynolds - "Spotlight on the Arts" program design with its visionary arts courses and core integration components will engage our students, lower our achievement gap and raise our graduation rates. Without this magnet school grant and subsequent transition, reversing these dangerous trends will be very difficult.

**Objectives**

(i) R.

*J. Reynolds High School will foster interactions among students of different social, economic, and ethnic backgrounds in classroom activities, extracurricular activities or other activities.*

R. J. Reynolds High School will promote heterogeneous grouping through the magnet design- "Spotlight on the Arts". Placement in the "Freshman Humanities Wheel" will mirror the total school population. By scheduling student classes to balance race and gender, students within their freshman year will interact within diverse groups in classroom settings. Auditions for placement in the "Arts Intensive" studio classes will be open and inclusive. Additionally, in both arts and core disciplines, staff will design and implement at least one arts integrated and at

least one multi-cultural/global unit each semester. Through both heterogeneous grouping in the “Freshman Humanities Wheel” and inclusive audition procedures in the discrete courses R. J. Reynolds will foster interactivity among a diverse student population.

R. J. Reynolds will follow WSFCS course placement guidelines. These guidelines implemented in 2006 are designed to bring more diversity to the regular classroom and to increase minority enrollment in upper level classes. In addition, the Learning Centered Schools (LCS) model with its focus on empowerment through student engagement will create personal relevance in students and connectivity to the learning process.

Interaction among students of different social, economic, and ethnic backgrounds will not be limited to the classroom experience. The program design, with the support of grant funds, will allow extracurricular and community activities designed to facilitate diverse interactions within the broader community. The grant will allow the development of inclusive campus-wide experiences in the arts. Funding will make possible weekly student based performances and broadcasts. We will build a “Lunchtime Performance Stage”, install a large screen closed circuit T.V. in the cafeteria; and create a campus radio broadcast system. These campus-wide activities will be student driven, showcasing the many talents of all of our students.

In addition to frequent student performances, funding from the grant will be used to bring in two professional troupes per year for campus-wide performances. Within a typical four year matriculation, R. J. Reynolds students will be exposed to eight professional performances from different fields of study; dance, contemporary drama, comedy, Shakespeare, orchestra, variety, choral, and instrumental music. In addition to live performances, visiting artists from these troupes will be invited to lecture with “Arts Intensive” and “Arts Infused” students.

As the introduction suggests, Winston-Salem has both a rich history in the arts as well as

cutting edge 21<sup>st</sup> century dedication to creative development. This grant will allow development of school/community relationships and ongoing cross community sustainability of “Spotlight on the Arts”. R. J. Reynolds collaborative community will include, but not be limited to, collaborative work with the following organizations:

The Arts Council of Winston-Salem and Forsyth County

Winston-Salem Symphony Orchestra

The Southeastern Center for Contemporary Art (SECCA)

Museum of Early Southern Decorative Arts (MESDA)

Reynolds House Museum of American Art

Piedmont Craftsmen Arts Guild

Winston-Salem State University (Diggs Gallery)

North Carolina School of the Arts

Center of Design Innovation

Piedmont Opera

North Carolina Black Repertory Theatre

Hispanic Arts Initiative

Delta Arts Center

Sawtooth Center for Visual Art

North Carolina Shakespeare Festival

Modeling interactions among diverse social, economic, and ethnic backgrounds among members of the faculty and staff is an essential component if students are to interact in a similar

way. Magnet implementation faculty training will focus on cross discipline interaction and collaboration. We will create a school “where teacher efficacy is the norm and achievement, across all students, is the result” (Rutherford 2005). This grant will allow staff development aimed at raising the teacher’s craft to the level of art.

From the students in the classroom, to the faculty and staff, to the wider community, R. J. Reynolds “Spotlight on the Arts” will foster and celebrate interaction in a diverse school and community to prepare students for life and work in the 21<sup>st</sup> century global village.

*(ii) Reynolds will address the educational needs of all students*

North Carolina students are required to take and pass the End of Course Test in five subject areas; Algebra I, English I, Biology, Civics and Economics and US History. Using arts integration in core classes will augment the state curriculum and reach all the students.

As a part of the American Diploma Project, North Carolina has implemented a common set of graduation requirements that all students, starting with the freshman class of 2008, will be required to meet in order to receive a high school diploma. Most students already take the core classes, but the New Diploma requirements address rigor by requiring four mathematics courses and two years of a second language for all students.

The class of 2010 is the first class required to complete the North Carolina Senior Project. This project includes an 8-10 page research paper on an approved topic of the student’s choice, a product that requires significant hours of work, a portfolio of the process and a presentation to a panel of community and faculty members as well as the research, work and learning experiences to complete the project. This will serve to be an experience that will form a common foundation of work geared toward transition to the world of work.

The academically gifted students may choose from both honors and advanced placement

classes. In Honors classes, projects will have an arts component. Arts components may include but not be limited to creative writing assignments, PowerPoint presentations using graphic design, oral presentations, or creations of fine art, dramatic pieces, music or movement related to the content area. In addition, advanced students will have elective classes available to them toward the end of their high school career. These elective periods available in the schedules will allow students to take higher-level classes in either the chosen arts discipline or endorsement area.

We will offer Advanced Placement classes in the following areas: English, Psychology, Calculus, Music History, Music Theory, Art 2-D, Art 3-D, Art Drawing, Art History, Environmental Science, U.S. History, World History, and Human Geography. Students will also have the opportunity to take additional AP classes at the Career Center, an alternate site which brings together high school students from across the county.

The average students will benefit from the arts integration in the core classes. Using the arts to explore the core curriculum will help learners with unique learning styles. The Kinesthetic learner will benefit from experimental learning opportunities. The Kinesthetic learner will be more successful having the opportunity to prepare a model or a demonstration of a concept instead of writing an essay about it. The Visual learner will benefit from the opportunity to learn from a filmstrip, a dramatic interpretation, or an illustration of the concept instead of a lecture. The Auditory learner will benefit from hearing a performance of a play instead of reading it on their own. CABE Chairman, Eddie Oddliefson in his report to Boston Public Schools suggests that "In recognizing diverse learning styles, students' multiple intelligences, and the need to integrate head, heart, and hand, an arts integrated school embraces education both in and through the arts". (1995)

The average student will have available to them academic clubs which provide opportunities for academic enrichment outside of the classroom. Academic clubs are available in all of the foreign languages and many of the core classes as well as in the arts. R. J. Reynolds also fields an Academic Team which has five teams in English, Mathematics, Science, Social Studies and General Knowledge. This gives students a chance to enrich their content understanding in a competitive situation.

The arts integration model will meet the needs of Limited English Proficiency Students by giving them another tool to learn the English language. LEP students will utilize alternate methods of expression including dance, painting, etc. In the LEP classroom, students will discuss and demonstrate the arts indigenous to their culture. In turn, they can enrich the entire student body by exposing them to arts not currently demonstrated at R. J. Reynolds High School.

Exceptional Children are a wonderful fit for the arts integration model. Students will have the opportunity to explore arts that they genuinely enjoy and may show talent in. This will give these students a greater sense of accomplishment and a tangible product. The various types of learning disabilities can be more successfully taught using the arts integration model. By using arts integration, the teacher will be offering multiple ways to explore a topic which will allow the students discover the way of instruction that will help them be the most successful.

Female students will benefit from the variety of math and science curricula offered at R. J. Reynolds. Math classes offered range from High School Mathematics classes aimed at student remediation for passing the 8<sup>th</sup> grade Math Competency Test to Advanced Placement Calculus classes. In science, classes are offered in Earth Science through Physics and AP Environmental Science. Students can also take AP Biology, Chemistry and Physics at the Career Center. The arts integration model will encourage female students to explore math and science from a

perspective and will foster increased interest and esteem in these subjects.

The individual student will have substantially increased opportunities for success in an arts integration high school. By offering the student the choice of three different strands, each student may choose the best model for their goals and learning styles. In the core classrooms arts integration will address relationships, rigor, and relevance within each content area.

*(iii) Reynolds will carry out a high quality educational program that will substantially strengthen student's reading skills, knowledge of mathematics, science, history, English, foreign language, art, music and vocational skills.*

R. J. Reynolds – “Spotlight on the Arts” will elevate the craft of teaching to the level of an art. We believe that this emphasis on pedagogy will increase teacher efficacy and directly effect improved achievement of students across all groupings throughout the North Carolina Standard Course of Study for High Schools. To effect this transition, the faculty and staff of R. J. Reynolds High School will become a “Learning Centered” educational program. Mike Rutherford, founder and president of Rutherford Learning Group describes the program as the “study of the art and science of teaching based on eighteen fundamental principles of successful, high quality learning.” Working directly with the Rutherford Learning Group, faculty “will join in the collaborative and continuous study of the principles of human learning and systematically employ them as they plan and teach” (Rutherford 2005). Based on fifteen modules of “essential learning”, teachers will gain the tools necessary to effectively integrate arts and the art of teaching into every curriculum and every classroom. The faculty will master principles of effective teaching in an inclusive environment. This grant will allow comprehensive training throughout the three year grant cycle as proposed below.

### Professional Development Timeline

Development Opportunity	Faculty Involved	Time Involved	Year
Fall 2007 LCS Instructional Practices Assessment	All	? day	1
LCS IPA Update	All	2 days	1
LCS On-Site Training for Faculty	All	4 days	1
2008 LCS Summer Institute	25	3 days	1
Executive Coaching for Principal	1	8 days	1
Skillful Observation and Coaching Training for Administrators and Leadership Team	10-20	3 days	1
2009 LCS Summer Institute	25	3 days	2
LCS IPA Update	All	4 days	2
LCS On-Site Training for Faculty	All	3 days	2
Executive Coaching for Principal	1	8 days	2
Skillful Observation and Coaching Training for Administrators and Leadership Team	10-20	3 days	2
2010 LCS Summer Institute	10-20	3 days	3
LCS IPA Update	All	4 days	3
LCS On-Site Training for Faculty	All	3 days	3
Executive Coaching for Principal	1	8 days	3
Skillful Observation and Coaching Training for Administrators and Leadership Team	10-20	3 days	3

Explanation of LCS Program Elements as outlined by Rutherford Learning Group RJRHS model provider Proposal:

LCS Summer Institute: this three day session equips teachers and administrators with the knowledge and skills necessary to return to their schools and embed the study of LCS principles of instructional design into their daily work of planning and teaching.

The Instructional Practices Assessment is an important, beginning component of the LCS initiative. It is essentially a pre-assessment of the school's pedagogical repertoire. The IPA establishes a beginning point in the school's quest to equip teachers with the ever more effective pedagogical principles and strategies and will gage the faculty's initial knowledge and use of the three essential foundations of elevating the craft of teaching to the level of an art: the central role of profound knowledge, the teacher's role as professional decision

maker, and the role of the three levels of learning. This “beginning point” provides a benchmark from which the school can mark progress in developing teacher efficacy for enhanced student learning. The Instructional Practices Assessment serves as an artifact on which a faculty can base ongoing, growth-evoking discussions on their pedagogical approaches, their current and future efficacy, staff development needs, and school culture issues. A one-day LCS update experience returns the LCS observation team to the school for another classroom visit to 25% of the school’s classrooms. The observational data are compiled and presented to the faculty in an interactive session highlighting progress and next steps. LCS on-site training provides one day experiences and includes explicit instruction in the LCS principles of instructional design by a certified LCS trainer. Rutherford Learning Group will also tailor arts integration and curriculum development in alignment with the RJR Magnet Program design – “Spotlight on the Arts.” With this specialized LCS training the faculty will use collaboration across the curriculum creating a methodology of arts integration applicable in all disciplines. LCS training is not limited to the classroom teacher. This model includes executive coaching for the principal on LCS implementation issues, skillful observation skills, coaching demonstrations with faculty, leadership assessment, and a customized growth plan. Finally, leadership development includes observation, conference planning, modeling, and practice with feedback for all RJRHS administrators and teacher leaders in three coaching protocols – reflective coaching, reinforcement coaching, and instructional coaching.

The premise of this educational program is the creation of teacher efficacy. The focus will be to change teaching strategies to more classroom interaction and student centered learning. A brief description of some of the principles that will elevate the craft of teaching

to the level of an art follows:

(Descriptions are quoted or paraphrased from *Creating the Learning Centered School Teacher Workbook*, Rutherford Learning Group)

#1 Learning Centered Teachers possess profound knowledge of the teaching-learning system and allow deep insights into the cause-effect relationships of learning.

#2 Learning Centered Teachers are consciously-competent decision makers able to teach with confidence, consistency and flexibility.

#3 Learning Centered teachers teach for level three learning which occurs almost instantly, can be recalled on command and applied broadly and creatively.

#4 Learning Centered teachers understand that learning is driven by conscious attention and employ methods of intentional invitation, discrepancy, and emotional hook to drive learning.

#5 Learning Centered Teachers understand and employ the learning principle of “chunking” to get the most learning potential from the learner.

#6 Learning Centered Teachers understand the importance of personal relevance and will case content in context linked to personal experience. (again, this principle will be amplified by the common personal experiences created by a campus wide arts culture.

#7 Learning Centered Teachers understand that connection improves learning by seeking to link new information to learning or experiences already present in the learner’s memory. (of particular importance in this magnet design is the creation of a common culture of the arts across the campus and curriculum – creation of this common memory will create learning communities in each classroom)

#7 Learning Centered Teachers utilize both taxon and locale memory yielding dramatic improvements in memory and learning.

#8 Learning Centred Teachers understand the principle of mental models and will present information in a manner that appeals to both hemispheres of the brain. Mental Models created through arts integration is a strong methodology for accessing multiple intelligences in our students.

#9 Learning Centered Teachers understand the principle of neural downshifting or the brain's cognitive and physiological response to threatening or stressful situations and strive to create non-threatening physical and psychological environments where students feel a sense of control and empowerment.

#10 Learning Centered Teachers understand that enriched environments, overtime, result in greater development of the brain's dendritic structures, increasing the brain's ability to connect, communicate internally and to learn. (the arts magnet will create a highly enriched environment at R.J. Reynolds High School)

In addition to LCS training, support from this grant will allow the faculty at R. J. Reynolds to receive Secondary Literacy Training from a nationally recognized provider.

Only with the support of this grant can R. J. Reynolds synthesize a high quality educational program for the 21<sup>st</sup> century substantially strengthening students' academic abilities preparing them for careers in the global marketplace.

*(iv) R. J. Reynolds will encourage parent decision-making and involvement*

R. J. Reynolds --"Spotlight on the Arts" expands school choice and options for students in Winston-Salem Forsyth County School system through the implementation of the magnet vision. At present, no school in our system provides a magnet program for the visual or performing arts at the high school level. As a result, parents and students do not have the choice to attend a

public arts-based institution after middle school. R. J. Reynolds will give students and parents of students the option to choose a performing and visual arts magnet school at the high school level. Halquist, in his 2003 U. S. Department of Education report, cites schools whose focus is “on an occupation or a field of study gives students a sense of direction and lets them justify to themselves, their parents, and their peers the efforts they put into schoolwork.” Higher student interest will produce higher levels of parental involvement and interest.

To facilitate increased levels of parental and interest, we will offer a program designed to train parents in student support. The program will consist of a four hour academy offered on a Saturday at the beginning of each school year. As part of the program, parents will be encouraged to volunteer within the school for ten hours over the course of the school year. Parents will receive information pertinent to the overall function of the school, strategies designed to help their students succeed, and “Spotlight on the Arts” literature.

Sustainability of the program will be fostered through the creation of a program support guild. This guild will be composed of parents, teachers, artists, community members, and organizations that will volunteer time, talent, or monetary funds in order to continue, support, and invigorate our program after grant funds have been depleted. We will have substantial involvement in this guild as evidenced by responses received at the presentation to our focus group. Over twenty high profile community members attended, including business leaders, past and present parents of RJR students, leaders in WS arts community and professional educators. We received overwhelmingly strong support for our vision and several strong letters of support. Focus group participants feel that our vision will be a strong asset to our community, our state, and most importantly to our students.

R. J. Reynolds plans to illicit community involvement in our magnet vision by creating

and strengthening partnerships with community groups. Magnet coordinators will plan quarterly meetings with our community partners in order to create internships, sponsor performances, exhibitions, and other opportunities for our students.

*(v) Reynolds will improve the racial balance of students by reducing, eliminating or preventing minority group isolation in the school.*

Over the last seven years Reynolds has shifted from a school that was 57.9% White and 42.1% minority to a 58.1% minority and 42.8% White population. Also included in this period is an increase from 15.7% students on free and reduced lunch to 34.9%. This change has coincided with a dramatic drop in test scores and an increase in the achievement gap between African American and White students as well as a widening in the gap between Hispanic and White students. The goal is to reduce the population of free or reduced status by recruiting students from diverse socio-economic families. The arts integration model will attract students from all races, genders and socioeconomic backgrounds and allow them to succeed in all subject areas.

The first step in school level recruitment is to create focus groups of parents and students – both current Reynolds students and middle school students - to discuss the plans for the “Spotlight on the Arts” program and to solicit their opinions and suggestions. These will occur during the spring and summer of 2007.

During the late summer and early fall of 2007, the bulk of the recruiting materials will be developed and printed. The first piece of marketing, a DVD of the school, will highlight the current programs and the “Spotlight on the Arts” magnet program. This DVD will be made available as a downloadable file on the school website as well as made available to prospective parents and students. Brochures outlining the “Spotlight on the Arts will be developed and

distributed to 8<sup>th</sup> graders and their parents, private dance studios, theater groups, voice and music teachers in the area. Along with the brochures, a keychain flashlight embossed with the RJR "Spotlight on the Arts" logo will be developed for distribution to the middle school students.

During the 2007-8 school year, 8<sup>th</sup> graders will have the opportunity to attend plays and concerts for free. Current arts students will engage in a literacy-based letter writing campaign to invite 8<sup>th</sup> graders to participate in Spotlight on the Arts. We will go to the middle schools and private schools for a presentation on the program during the school day. We will invite 8<sup>th</sup> graders and their parents to our annual Reynolds Revue. This is an event we hold every year to explain what attending R.J. Reynolds is all about. We will expand the evening to explore all of the facets of the Arts Magnet Program. We will also distribute the brochures, DVDs and spotlight key chains to interested students at this time.

During the fall and early winter, radio, TV and newspaper ads will be developed and aired/run. The DVD will be aired on the Winston Salem/Forsyth County School System's Cable Channel 2. During this time period, the school will be available for tours from interested 8<sup>th</sup> graders and parents. We will develop an email list of interested students and parents and send out biweekly electronic newsletters about the program.

The final piece of recruiting will be the Magnet School Enrollment Fair in January 2008. Representatives from Reynolds will be on hand to answer questions and to showcase our program, Spotlight on the Arts. The enrollment fair gives students and parents the opportunity to compare schools and decide which learning environment is best for them. We will have the brochures, DVDs and key chains as well as applications available for the students.

### Timeline

<b>Recruitment Activity</b>	<b>Estimate Time Frame</b>	<b>Person Responsible</b>
Focus Groups	Spring 2007	Principal, Magnet Team
Marketing DVD	Summer- Fall 2007	Film Society, Magnet Team
Brochure Development and Publishing	Summer – Fall 2007	Principal, Magnet School Coordinator, Magnet Team
Distribution of Brochures	October 2007, 2008, 2009	Principal, Magnet Team
Key chain Flashlight Development	September 2007	Magnet Team
Distribution of Key chain Flashlights	October 2007, 2008, 2009	Magnet Team
Letter Writing Campaign	November – December 2007, 2008, 2009	Arts Teachers, Students
Radio, TV, and Newspapers Advertisements	November 2007 – January 2008, 2009	Magnet School Coordinator
Electronic Newsletter	November – January 2008, 2009	Magnet School Coordinator
Reynolds Revue	December – January 2008, 2009	Principal, Magnet Team, Faculty, Students
Magnet School Enrollment Fair	January 2008, 2009	Principal, Magnet School Coordinator
PAVE	September 2007 through September 2009	WSFCS Magnet Office

Reynolds' trend toward minority group isolation will be stemmed by recruitment designed to appeal to diverse groups with high interest in our quality program.

The grant that funds R. J. Reynolds – “Spotlight on the Arts” will facilitate the transformation of a traditional urban high school. By creating a Visual and Performing Arts High School designed to enhance relationships, relevance and rigor, we will graduate students who are ethical, socially conscious, and responsible members of their community who stand performance ready for the 21<sup>st</sup> century world stage.

## (E) Budget and Resources

### *Adequacy of Facilities that will be used:*

The three facilities the WS/FC school district plans to devote to the project are more than adequate. Realizing the need for improvements at the proposed Magnet Schools and the need for additional technology in each school Winston-Salem Forsyth County approved a \$250 million bond referendum that will accomplish technology items listed in the table below for the proposed schools. In a previous bond referendum for \$150 million WSFCS included an arts addition at Reynolds High School and the remodeling of the music area to accommodate the requirements of that theme. Philo was originally slated to receive funds to create an integrated communications system in their building, but that project was ultimately cut from the final proposal passed by the voters. WS/FCS will provide adequate space and secure storage for all supplies and equipment that will be purchased for magnet schools. In addition, an extensive computer inventory system will assure that all purchased equipment will be used only for the purposes that it was intended.

Dr. Gene Miller, Assistant Superintendent of Operations, and the principals assessed the school facilities as part of the planning process for the magnet schools grant. This assessment looked at the viability of the building as a site for the specialized areas necessary for the implementation of the magnet school theme. Each of these buildings and the surrounding property provide more than adequate space for the specialized instructional areas that are cited in the individual project designs.

School Name	Items funded with Bond Money	Date	Cost
Hanes Middle School	Wireless Computer Lab-1 per school	2007	\$51,000
Philo Middle School	Wireless Computer Lab-1 per school	2007	\$51,000
Reynolds High School * approved in prior Bond Referendum	Performing Arts Addition and Renovation to existing Music Wing  Wireless Computer Lab-1 per school + one additional for over 1000 student membership	Offered for bids, 2006	\$966,000  \$51,000

**Adequacy of Supplies and Equipment that will be used:**

Each of the magnet schools is located in a building in which there already exists a basic amount of academic audio-visual, computer, science, art, music, and physical education instructional materials and equipment including but not limited to textbooks, library resources, required to implement the state curriculum. 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, WS/FCS will purchase all supplies and equipment needed to implement the required curricula 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. Winston-Salem/Forsyth County Schools will not decrease the amount of money normally spent on supplies, equipment, computers, computer software, text books, library books, etc. In other words, the per capita allocations for these items will be the same in magnet and non-magnet schools.

In addition, in 1998 the WS/FCS, with support from the Winston-Salem Chamber of Commerce, developed a comprehensive Strategic Technology Plan that provided a vision and roadmap of how technology would be integrated into the instructional and management processes throughout the schools. With a fully implemented technology plan, the WS/FCS will

be a national leader in the integration of technology into the teaching and learning process. To enhance the efforts, over three million dollars for technology was included in the 2001 bond referendum to accomplish its Strategic Technology Plan. During this time 10,000 computers, 150 data projectors, 150 interactive whiteboards, and hours of professional development have been provided throughout the district.

WS/FCS has completed the 5<sup>th</sup> year deployment of a five-year plan implementing this major technology effort that provides a computer for every four students in all schools. Every teacher in WS/FCS is provided a used laptop through a partnership with Wake Forest University (WFU), online access to email, and software to support grades, attendance, progress reports, and parent communication. A partnership between WS/FCS, the City of Winston-Salem, Forsyth Technical Community College, Winston Salem State University (WSSU), and other groups has successfully enabled the institutions to connect with Winston-Net, a comprehensive effort to create a high-speed, community-based educational network that unites multiple resources. This connection provides enhanced capabilities for data, voice, and video and enables WS/FCS to meet its goal of providing high-quality, equitable educational services to all students; a replicable model for all school systems. Public access to labs in facilities such as libraries, housing authorities, recreation centers, and churches, provides online communication with parents unable to attend school conferences due to work or family commitments. This communication is available in more than 40 sites to support parental communication, progress notes, conferences, and homework assistance.

**SAS in Schools:** The SAS institute in Cary, NC is providing a new web-based interactive program to assist public schools and colleges in North Carolina with a variety of lessons and project-based learning in English, social studies, mathematics, science, and Spanish. The focus

of the program is to establish the efficacy of web-based instructional strategies. WS/FC schools has provided staff development for middle and high school teachers and WSSU has free access to SAS in Schools and uses it to prepare student teachers.

**Data Warehouse:** Another major technological effort of WS/FCS is the utilization of data mining tools such as SAS. Student data, academic achievement, attendance, and discipline are housed in NCWISE. Currently, WS/FCS has the capability of extracting data, including test scores, attendance data, and discipline data, by student demographics and special population subsets. AdHoc reporting from NCWISE and data mining tools provides WS/FCS the ability to compare student achievement over the last three years and provides data for administrators to make curriculum, instruction, and staffing decisions.

**Reinventing Education:** In addition, WS/FCS is one of two school systems worldwide currently participating in a partnership with IBM, Inc. in the reinvention of the teaching and learning process. The Reinventing Education 3 Grant provides tools for parents, teachers, and administrators to access data that affects the assessment of student work. A "teacher workbench" utilizes existing applications, such as *Learning Village*, to provide access to courseware applications and online resources on a timely basis. The magnitude of the continued implementation of *Learning Village* and Reinventing Education 3 not only enhances the student learning environment, but it also challenges WSFCFS to teachers seek data-driven decisions for the purpose of promoting high student achievement.

The WS/FCS Department of Technology worked with the magnet program planning committees to research and identify the best equipment and resources available to support their proposed plans. The equipment and supplies that will be purchased for student use in the magnet schools using the MSAP funds will be the state-of-the-art equipment. They will be able to use

the most current versions of informational and instructional software to enhance projects and field activities. For example, students will use state-of-the-art video and audio production equipment to enhance the proposed film program at Reynolds High School and Philo will use computer technology to communicate and conduct research around the world to develop greater international understanding with their emphasis on global studies. *Learning Village* will provide schools with faster Internet access and an easy to use platform for students, parents, and teachers. The magnet schools will have an instructional program that utilizes the best equipment and supplies to support their theme, and for anyone visiting the school the student use of these resources will be apparent. (See budget spreadsheets and Quality of Project Design for more details.)

**The adequacy and reasonableness of the budget for the project in relation to project goals:**

The objectives of this project are substantive and of great importance to the Winston-Salem/Forsyth County community and the school district in reducing minority group isolation in the four proposed schools. The only way that these magnet schools can attract students, both minority and non-minority, is to offer curriculums and programs that are unique and of the highest quality.

**Personnel:** A Project Director, an Administrative Assistant and eight Magnet School Program Coordinators/ Recruiters, and two Recruitment Coordinators are being requested. All are full-time (100% of their time will be spent on Magnet Schools Assistance Program activities) positions. In addition, teacher per-session hours for extended day classes and activities in connection with each school's magnet theme and curriculum development after regular school hours are requested. Money to fund substitute teachers for training events and planning sessions is also included in the personnel budget.

Detailed position descriptions are included in the **Quality of Personnel** section of this application. The **Project Director** will oversee the entire project, coordinating all activities, managing budget expenditures, and monitoring the progress towards project objectives. The **Magnet School Program Coordinators** will play a major role in writing the magnet theme curricula and will facilitate the Curriculum Alignment.

***Hanes Middle School Gateway and Pre-engineering Academy:***

***Magnet Expenditures will Meet Students Needs:***

Expenditures related to Hanes Middle School's model fall into three categories: professional development, materials, equipment, and supplies, and enhanced learning environments.

***Professional Development –***

Hanes Middle School will prepare its teachers for implementing the Renzulli School-wide Enrichment Model (SEM) by providing professional development initiatives that will enable our teachers to help students develop his or her gift or talent. This professional development trains teachers to use tools to identify students' natural talents and to pursue those in ways that will make them academically successful. The program "Project Lead the Way" also requires staff development to help teachers integrate math, science and pre-engineering concepts into their courses. This will allow students to use investigations and projects to discover and create. *CHAMPS* (Conversation, Help, Activity, Movement, Participation) allow the school to have common vocabulary and work toward a single culture so that program implementation can happen quickly with fewer barriers. Learning Focused Staff Development will ensure that teachers have classroom tools to help them change their

classrooms from teacher centered to student centered with a focus on what the students are “learning” not what the teacher is teaching. It will focus the classroom lesson plans and strategies to active engagement and monitoring will be focused on how much content the students are learning.

Technology Training – Training will help ensure that teachers are prepared to use the computers, printers, mimio boards, digital and video cameras, Ti-Navigator Systems, LCD projectors, CPS systems, TV view devices, VCRs, DVDs, and Project Lead the Way modules as well as software that will support the enrichment cluster experience. Teachers will use training to enable students to become adept users of technology that supports the research, development, and presentation of information.

Renzulli School Enrichment Model Training - Confratute is a two week summer institute sponsored by the University of Connecticut that focuses on differentiating instruction, high-end learning, curriculum compacting and enrichment teaching. This experience trains teachers to identify each student’s abilities, interests, and learning styles to maximize learning. Hanes is planning to provide the Confratute experience onsite by bringing a trainer from Renzulli to Winston-Salem.

Learning Focused: Learning Focused training will equip teachers to use a framework and tools for becoming a learning centered school where the emphasis is on how the students learn. Learning Focused is a planning model that addresses organization, planning, curriculum, instruction, and assessment. It aids teachers to move from a teacher directed environment to a learning focused, student-centered environment.

Materials, Equipment, and Supplies –

Technology: Hanes will use the MSAP grant to help fund up-to-date technology by

purchasing microscopes and microscope projectors, TI-84 Plus Silver: 320 calculators and TI keyboards, mimio boards, and a digital camera.

*Project Lead the Way Modules:* These modules will allow for students to experience science, math and engineering in a fun interactive way. The modules of Automation and Robotics, Science of Technology, Flight and Space, and Magic of Electrons will provide courses that would otherwise be out of Hanes reach to purchase and use.

**Enhanced Learning Environments** –Enhanced environments will support inquiry-based learning and project-based learning and enable students to research information related to their selected fields of study and provide students with the tools they need to develop enrichment products.

*CHAMPS (communication, help, activity, movement, and participation):* This training will help teachers provide avenue for students to be successful and provide a learning-centered culture throughout the school. This program works to show students that every situation can have a positive response based on their reaction. This program works through five components of structure, teach, observe, interact, and correct.

Hanes will create an atmosphere of learning throughout the corridors. The open areas and halls will become learning environments that link the different areas of engineering, math and science. The school will have the expectations that all students can learn and that they can learn at a high level of understanding.

***Philo Middle School of International Studies:***

***Magnet Expenditures will Meet Students Needs:***

Philo Magnet Academy's model also falls into three categories: professional

development, materials, equipment, and supplies, and enhanced learning environments.

*Professional Development:*

*Renzulli School-wide Enrichment Model:* Philo will implement a Joseph Renzulli School-wide Enrichment Model to insure the theme of internationalism is integrated throughout the school environment from individual classrooms to after school enrichment activities. *Confratute* is a two week summer institute sponsored by the University of Connecticut that focuses on differentiating instruction, high-end learning, curriculum compacting and enrichment teaching. This experience trains teachers to identify each student's abilities, interests, and learning styles to maximize learning. Philo is planning to provide the Confratute experience onsite by bringing a trainer from Renzulli to Winston-Salem.

*Technology Integration:* Training will help ensure that teachers are prepared to use the computers, printers, mimio boards, digital and video cameras, T-Navigator Systems, LCD projectors, CPS systems, design webpages, link through telecommunication systems, create e-pals and e-business opportunities, and create web based interactive assignments.

*Learning Focused:* Learning Focused training will equip teachers to use a framework and tools for becoming a learning centered school where the emphasis is on how the students learn. Learning Focused is a planning model that addresses organization, planning, curriculum, instruction, and assessment. It aids teachers to move from a teacher directed environment to a learning focused, student-centered environment.

**Materials, Equipment, and Supplies-**

*Computer Work Centers:* Philo Magnet Academy will purchase computer work centers for classrooms that will allow students to have access to the research and interactive websites that students will need to engage in inquiry-based learning and project-based learning.

*Learning and Performance Spaces for the Presentation:* As Philo students engage in international projects they will need space to present these to each other and the public. Philo would purchase a motorized projection screen, sound system, and provide capabilities for teleconferencing that will support virtual world wide field trips to provide our students with experiences not available to them in our community.

*Global Technology:* As an international school with global technology the school will become equipped with various technological components integrated throughout the building. Philo plans on ordering document cameras, mimio boards, virtual dissection software, TI Navigating system, Handheld Digital Microscopes, Wireless laptop carts, computer stations, and digital video cameras. These tools will be used to expose students at Philo to the United States and many other nations and cultures.

*Language Labs:* For Philo to become a international school with language components such as a language immersion program the grant would provide listening stations with headphones, Mandarin Chinese materials, READ 180 (Technology based literacy approach with Mandarin Chinese and English), and Rosetta Stone (Spanish and Mandarin Chinese).

#### **Learning Enhanced Environment-**

Creating an international school with global business influences, language, and culture influences Philo Magnet Academy will have research clusters at regular intervals throughout the year in which students will explore international themes. They will use global technology to research and interact with the world. From the murals in the hallway to international visiting faculty to various discrete course choices and a partnership with World View the students at Philo Magnet Academy will be exposed to other parts of the world around them. This exposure will spark their curiosity and encourage them to be motivated to find out more. As the school

begins to move into the 21<sup>st</sup> century it will provide an innovative program to reform Philo Middle School to become Philo Magnet Academy with a theme of global technology and language immersion.

**Reynolds High School-**

**Magnet Expenditures will Meet Students Needs:**

The monies received from the grant will be used in three major categories: professional development, materials, equipment and supplies, and enhanced learning environments.

*Professional Development-*

*Rutherford Learning Group:* As Reynolds High School begins the transformation to a visual and performing arts magnet they will use the Rutherford Learning Group to address this educational culture shift. The Rutherford Learning Group will address multiple components of their plan. The Learning Group will help teachers develop their definition of arts integration based on their program design and begin the transformation of a traditional high school to a school as a professional learning community. The professional development will promote ongoing, growth-evoking discussions on pedagogical practices and school culture issues. The professional development will help teacher collaborate across the curriculum and align their instruction with the standard course of study and the magnet theme.

**Materials, Equipment, and Supplies-**

*Technology:* In transforming Reynolds High School to a visual and performing arts magnet the school will need current technology. The school will use MSAP funds to purchase such things as LCD projectors, document cameras, projection systems, computers, scanners and

flash drives.

*Arts-based technology:* Reynolds High School will also need technology that enhances discrete arts instruction such as damp cabinets, drying cabinets, digital pianos, a piano lab and MP3 players.

**Enhanced Learning Environment-**

Creating a high school that is enveloped in the arts will also entail creating an arts-based atmosphere all over campus. Reynolds will use MSAP grant money to help create this arts-based atmosphere. The purchase of a performance stage will allow students to present performances outside during lunch, arts prints in the building will allow students to be exposed to various types of artwork, and lighting and a sound system will allow for performances to be quality performances as students are exposed to Reynolds arts-based atmosphere.

**Magnet Administration: Magnet Expenditures will Meet Students' Needs**

The Magnet School Administrative Staff intends to request funds to attend training sessions to keep them abreast of requirements and updates for administering the grant and to provide adequate knowledge of programs they are responsible for monitoring. The Magnet Office also needs a small supply account out of which office equipment, postage, supplies and materials can be drawn.

**Summary:** The WS/FC school district has developed a detailed three-year budget requesting \$4,690,618 to implement its Magnet Schools Assistance Program in three schools. (See spreadsheets Part II of this application.) As the programs grow and evolve during the course of planning and implementation, the Project Director and Administrative Program Consultant will work closely with the magnet school principals to monitor expenditures and to

assess the needs of the program. When budget modifications are needed, the Project Director will seek authorization for such changes from the program officer in the U.S. Department of Education.

Winston-Salem Forsyth County Public Schools has a proven track record of meeting student needs as its current MSAG Magnet Schools ranked in the top 17% of all Magnet Schools in reducing minority isolation if compared to 1998 MSAG Schools, according to research conducted by the American Institute for Research. Therefore WS/FCS can confidently assert minority group isolation will be substantially reduced at all of the proposed sites. Grant support will enable the Student Assignment Plan described in this proposal to work most effectively. Winston-Salem's experience has shown that mandatory reassignment of students, alone, will not reduce minority group isolation in the long run. Magnet Schools will help our district to choose diversity. In addition, innovative curriculum and magnet themes, changes in school governance structures, and improved class structures and teaching methods influence parent choice. Strong and successful magnet schools are crucial to meeting the goal of diversity. In light of the activities proposed, the goals and objectives to be attained, Winston-Salem Forsyth County Schools believe that the costs of this project are reasonable.

## **(F) Evaluation Design**

This evaluation will provide a comprehensive examination of Winston-Salem'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 Winston-Salem'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 Winston-Salem Public 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 and interview 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 staff 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.

### **Data Collection**

The contractor will develop a complete set of data collection instruments designed to provide sufficient information to address project objectives and MSAP Performance Indicators.

They will include:

**School Improvement Plans**: Every Winston-Salem 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. The Winston-Salem Public Schools will provide the evaluation contractor with these plans for all magnet schools. Each plan includes 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 student achievement and other data needed to address project objectives related to student academic achievement (Program Purpose 4 objectives). Data collected by the district regarding the racial and ethnic composition of its schools will indicate the extent to which each school and the project succeeds in meeting Program Purpose

Document requests: The contractor will request extensive 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 that have been 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, along with the materials that accompanied those seminars will be collected. Other planning documents, such as school improvement plans will also be gathered.

Observations: During quarterly visits to the magnet schools, trained observers with extensive experience as practitioners and evaluators of magnet schools will gather information such as the racial/ethnic composition of the school and classes, how grouping is handled, the diversity of groups, instructional methodology, professional development, and the impact of magnet personnel and materials on the educational program of the school. The observers will also determine the various ways the magnet theme is being developed and implemented, and how the theme is incorporated into daily lessons, student work, and generally in the life of the school. Evaluators will observe lessons, lesson planning and curriculum writing, and interview school personnel, students and parents. The evaluator will develop observation protocols to guide observers and standardize the observations.

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 six 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.* The surveys include items related to: (1) the interaction of students from different backgrounds in various aspects of the school program, and in their lives outside of school; (2) planning, systemic reform and curriculum alignment; (3) development and implementation of the magnet theme; (4) parent involvement; (5) professional development; and (6) capacity building. Surveys will be used at all magnet schools.

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. Students in grade 4 will be surveyed from each elementary school, students in grade 7 will be surveyed from each middle school, and students in grade 10 will be surveyed from each high school. Parents will be surveyed by selecting a random sample of classes from each school, then sending surveys home to the parents of each student in those classes. 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**

American Education Solutions feels that one of its primary responsibilities as an evaluator is not only to report on the success or failure of a magnet program at the end of its funding cycle, but to aid in the continual improvement of magnet program implementation over the course of the grant period. It is essential to be able to track the degree to which magnet schools are achieving project objectives and activities throughout the school year. This type of tracking and monitoring helps evaluators and program staff: (1) have an on-going view of the implementation of the project; (2) maximize the likelihood of the achievement of the 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. They are asked: "How can we improve what we're doing?" or even more specifically, "Here is what we are trying to do; what needs to happen to make it a reality?" 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 and goal setting; (2) survey analysis and reporting; (3) site visits, observations, and interviews; and (4) recommendations.

**Planning and Goal Setting:** Data that is gathered by evaluators is directly related to the goals, objectives and activities of each school improvement plan, which is in turn designed around the purposes and objectives of the Magnet Schools Assistance Program (MSAP) grant. As previously mentioned, every school will engage in an extensive planning process centered on MSAP grant activities. This process will include the creation of resource allocation tables for each school using the domains of: (a) curriculum alignment/systemic reform; (b) magnet theme development and implementation; (c) professional development; and (d) parent participation. These tables will help the MSAP staff and the school principals and teachers to better understand and discuss the allocation and use of resources to support MSAP activities. The planning process will include the creation of curriculum alignment/systemic reform, magnet theme development and implementation, professional development and parent participation plans. Their purpose will be to insure that MSAP activities are well thought out and that both MSAP, district office and school based staffs are clear as to what resources and activities will be used to attain the objectives presented in the approved MSAP application. This planning process ensures that there are sufficient resources to support specific grant activities, that activities are well coordinated, that activities complement each other, and that individual activities are part of an overall strategy for the attainment of grant objectives.

**Survey Analysis and Reporting:** The data gathered through these 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. However, distribution constraints often mandate the use of the non-parametric equivalents, such as the Mann-Whitney U-test to test for significant differences of ranked scores, when the distribution of responses is not normal.

Survey items in which respondents are asked to judge the number of hours spent on a particular task are designed so the numbers of hours in each response are equal – the midpoint of each range of hours is taken and then averaged for the purposes of analysis. Statistical tests will then be conducted to determine the relationship between respondent's membership in a magnet or comparison school and the amount of time they spent in an activity. The yes/no items will be analyzed using the chi square test, comparing magnet to non-magnet sites to document significant trends between the 2 groups of respondents.

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** Surveys are a valuable formative data collection tool because they query large numbers of the people who have the most detailed knowledge of the extent and quality of program implementation. No matter how extensive the information, however, follow-up site visits that include classroom observations and interviews of teachers, administrators, students and parents are an essential supplement. These visits were described previously in the data collection section of this evaluation plan.

**Recommendations** Throughout the process of planning/goal setting, 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

Winston-Salem magnet. 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 contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and provide briefings to ED staff and other magnet school stakeholders on the report findings. 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 Winston-Salem 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) The proportion of white students in the applicant pool for each magnet will exceed the proportion enrolled in the school by at least 10 percentage points, while the number of students in the applicant pool for each school will be at least 10% greater than the total number of seats available. (1.3) No feeder school will become minority group isolated (No feeder school will exceed the district-wide average of minority students for that grade level.) (1.4) Classes will not deviate from minority: non-minority grade ratios by more than 15%.

**How Objectives will be Measured:** The Winston Salem School Department collects data regarding the racial and ethnic distribution of its students at the beginning of the school year. Every principal must identify the racial composition of every class in the school. The Project Director will be responsible for the collection of this data. The ethnic census data will be compiled for all Winston-Salem schools, including all magnet and feeder schools and will be used to determine whether these objectives have been achieved.

The evaluator will also describe what the above data suggest in terms of changes to project goals or activities. The evaluator will also collect data on student participation, by

minority status, in areas intended to promote broad participation and interaction and describe what these data suggest in terms of project changes. The class data listed above is an example of this level of data collection. Participation in cooperative education groups, as determined by class observations, or advanced or gateway science and math courses would be others.

**Program Purpose 2:** Develop, implement magnet school projects that will assist LEA's achieve 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) School Improvement Councils in each magnet school will have completed a school improvement plan with goals, objectives, and activities that support the systemic reforms including the adoption of high standards for all students, as well as restructuring for diversity and equity and the expansion of activities for parents. (2.2) Surveys will measure teacher perceptions of school planning effectiveness. (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) By the end of each project 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 Improvement Councils will keep logs which will contain the date, location, attendance, agenda, and minutes of their meetings. Copies of these logs and of School Improvement Plans will be collected by the project director and made available to the evaluators. Evaluators will determine through site visits, interviews with and surveys of school staff members and students, and inspection of documents, lessons and unit plans the extent to which each school has successfully implemented its School Improvement Plan. Evaluators will

determine whether the school met its school improvement goals, and followed through on objectives and activities related to systemic reform, curriculum alignment and the school's magnet themes.

**(2.1, 2.2, 2.3)** Teacher survey items directly relating 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)** Meetings, workshop notices, and sign-in sheets will be used to determine the number of parent participants for each activity. Parents, through the use of an evaluation checklist, will evaluate each activity with a modified Lichert Scale. These evaluation forms will also allow for more extensive written comments by parents. In addition, the date, time and location of each meeting/workshop will be recorded by the project, and submitted to the project evaluator with the other data described above. Parents and students will be surveyed (and interviewed) to determine the frequency of parent activities and the possible impact that such activities have on students, their home learning environments, and the attitudes of parents and children toward school and learning.

**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 resource teachers will facilitate and support the development and implementation of magnet themes. **(3.2)** Magnet theme related units, lessons and curriculum documents will be developed and used with students. **(3.3)** Teachers will use innovative instructional practices related to magnet theme.

**How Objectives Will Be Measured:**

**(3.1, 3.2, 3.3)** Teacher surveys will contain questions directly relating to the implementation of magnet themes. These questions will ask teachers about how they were involved in developing magnet theme materials, how often they use the magnet theme in the classroom, and what types of innovative instructional practices they use most in the classroom. Questions about curriculum alignment and teacher perceptions of human and material resource support will be analyzed and reported. All of the survey data described above 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.

**(3.1, 3.2., 3.3)** At the end of each project year, the evaluators will interview classroom teachers, the magnet staff, the school principals, the project director, students and parents and inspect all relevant 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. In addition, the evaluators will determine whether all children have been given the same opportunities to learn the same curricula, by looking at how students are distributed amongst the classes offered in each school.

**(3.1, 3.2)** Curricula will be developed by individual teachers and groups of teachers in collaboration with the magnet resource teachers. Each curriculum writing group will be monitored by the school principals and the project director biweekly. In addition, at least once each month, the teams will report their progress to their school's School Improvement Council. Copies of the drafts of curriculum materials will be given to the project director. The project director will note which curricula have been completed, and the dates that they were submitted.

**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) For each project year, each magnet school will show improvement in reading, mathematics and writing. The proportion of students scoring at or above the Proficient Level will increase by at least 10% for the total population and for each NCLB defined racial, ethnic, or socio-economic subgroup. By Year 3, all magnet schools will be expected to meet NCLB Annual Yearly Progress (AYP) as defined by the North Carolina Department of Education and approved by the United States Department of Education.

***Overview of North Carolina's AYP System:***

North Carolina's approved NCLB accountability system includes: (1) Standardized reading and mathematics assessments of all students in grades 3 through 8 and one high school grade. (2) The establishment of an Adequate Yearly Progress (AYP) standard based on the percentages of students scoring at the proficient level in mathematics and reading, and a 95 percent test participation rate. (3) Annual identification of schools (and districts) that have not made AYP based on overall scores and based on the performance of subgroups. (4) The identification of schools/districts "In Need of Improvement," which occurs when a school or district does not meet AYP for two consecutive years. (5) A series of consequences for Title I schools "In Need of Improvement" beginning with public school choice options for parents (1<sup>st</sup> year), supplemental services such as after school tutoring (2<sup>nd</sup> year), and corrective action, such as replacing the staff or curriculum if a school remains In Need of Improvement (3<sup>rd</sup> year).

North Carolina will use the North Carolina End-of-Grade (EOG) and End-of-Course (EOC) 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 2002 – 2003 testing in elementary/high schools: (1) Proficient in Mathematics—74.6 grades 3-8 / 54.9% grade 10; (2) Proficient in Reading—68.9 grades 3-8 / 52.0% grade 10 (3) Participation in Testing—95%. The AYP standards in reading and mathematics will increase in 2004-2005 and every three years thereafter to reach 100% of students scoring at or above proficient by 2014. The goal is that by 2013-14, all students will be proficient in mathematics & reading. A school may also meet AYP through the “safe harbor” provision if a) the subgroup in question has reduced the percent of students *not* proficient by 10% from the preceding year for the subject area and b) the subgroup shows at least 0.1 percent progress in either attendance rate for K-8 schools or graduation rate for 9-12 schools.

**How Objectives Will be Measured:**

All students are tested in the spring of each school year. This test data is collected and analyzed by district staff. These scores will be given to the evaluator who will include them in the annual performance report. Data will be presented in tabular form, highlighting the AYP targets and how each magnet school – both in aggregate and broken out into subgroups – performed in relation to these targets. If situations arise where 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.

**Summary of Objectives:** (5.1) By the end of each project year, 90% of magnet school teachers will have met the training objectives of their school improvement plans including number of hours and type of training, impact of training, how training improved instruction, etc

**How Objectives will be Measured:**

**(5.1)** Every magnet school teacher and administrator will receive a minimum number of hours of training specified in the staff development plan. Attendance at various workshops or other training sessions will be logged by the presenter. The magnet school principal in collaboration with the Project Director will collect data including the presenter or trainer, the type of training provided, the number of hours of training provided, the number and names of teachers involved, the percentage of teachers expected to participate. This information will be corroborated through the teacher surveys. 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 teams of teachers will be collected and assessed to determine the quantity and quality of materials that have been created. Curricula are an essential part of developing capacity for the continuation of the magnet program following the end of federal magnet funding.

Through observations, interviews, and surveys, the strength of the school improvement team and its efficacy in generating change within the school will be assessed by evaluators. This information will help determine the cohesiveness of the school regarding implementation of the magnet theme and the likelihood that school staff will continue to work together on implementation following the end of magnet 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 1.4, relating to the equitable distribution of minority and non-minority students throughout each magnet school's classes directly addresses this Program Purpose. Objective 3.3, relating to the use of innovative instructional techniques in the classroom

also addresses this program purpose. Also objectives 2.1, 2.2, 2.3, 3.1, and 3.2 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 evaluation design including data collection plan and 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 and interview 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.

### **(G) Commitment and Capacity**

#### ***The extent to which the District is committed to the magnet schools project.***

The Winston-Salem/Forsyth County School District is committed to reducing minority isolation in the schools and to supporting magnet schools as a means to achieve that end. The district initiated two district-wide magnet programs in 1990 and has supported them with local funds. The popularity of these schools is also demonstrated by their long waiting lists, and high test scores. Furthermore, Winston-Salem Forsyth County School District applied for and received a Magnet Schools Assistance Program Grant in the last grant cycle. These programs will continue with local support. Recently, the Winston-Salem Forsyth County School District applied for and received a grant from the Bill and Melinda Gates foundation to form a small high school that will also serve as a Magnet School in the upcoming year. WSFCS is committed to the magnet school program as an integral part of furthering the educational achievement of students in Forsyth County.

The district is committed to using local funds to support the magnet schools.

If the project is funded, the district will contribute a great deal of the magnet school costs. Continued transportation costs, staff salaries, building up-keep, and office expenses will continue to be provided by the WS/FCS. Federal funds being requested will provide supplemental programs and activities that will enhance the program at each of the four proposed magnet schools but will not supplant resources for the programs already in existence. The infusion of federal funds will give the WS/FCS the ability to immediately implement important, high-quality

educational programs, which will attract students of all racial and ethnic groups to voluntarily desegregated school settings. Federal funds will give the magnet schools the resources to establish a reputation for quality educational programs at the four proposed sites.

The public planning process that has been described in this proposal illustrates how committed this community is to magnet schools. For example the advisory council for Atkins High School includes 1.) Higher Education Institutions: Wake Forest University, Salem College, Forsyth Tech Community College, and Winston-Salem State University; 2.) the Medical Community: Wake Forest University Baptist Medical Center and Forsyth Medical Center; 3.) the Business Community: Winston-Salem Business Alliance, Piedmont Triad Research Park (Idealliance) and the Chamber of Commerce 4.) Civic Organizations: the Black Leadership Roundtable, the Winston-Salem Business Alliance, and the city of Winston-Salem. These institutions will provide and solicit sites for work based learning experiences (career counseling, mentoring, job shadowing, clinical experiences, paid and non-paid internships, and apprenticeships). The extent of the letter of recommendations in the appendix gives an indication of how broad and committed our community is to the programs described in this grant.

*The extent to which the District has identified other resources to continue support for the magnet school activities when MSAP assistance is no longer available.*

The reforms and restructuring that are described in this proposal are not add-on activities that will wither and die if not for federal funding. The Winston-Salem Forsyth County Schools has a commitment to the implementation of these school themes with or without federal funding. However, with the additional funds provided by a federal grant these schools will have the resources needed to market, train staff and implement the technology that will help these

programs draw the diversity desired.

The greatest cost in any of these programs is start-up because of the training involved. After the training takes place and necessary technology purchased, commitment to the program is more important than funds. All budget expenditures were constructed with sustainability as a goal. There are funds needed to train new staff members and update technology; however, which are requested as part of the MSAP Grant. 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, this 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 the necessary equipment to support the technology essential to our 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 that are 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.

Other major costs are related to the extensive curriculum development, in-service and staff training program. At the end of the third project year all magnet staff will be trained to teach according to the specifications of their particular school's proposal.

As a result, curriculum will exist for the program and the staff will have been trained in program implementation. The same level of in-service will not be necessary on an annual basis. Once the three-year cycle of training is completed, the WS/FC school district will assume the costs necessary to have regular reviews of the curriculum and supporting teachers to keep them up-to-

date and current in the areas of technology and theme development in the unique themes.

Costs for the public information campaigns will be substantially reduced at the end of the federal project. The materials will have been designed including an easy to update website and the most effective recruitment techniques will have been identified. The district will assume the public information and recruitment costs at a reduced level utilizing materials that were designed using federal funds and the most effective communication techniques.

Almost all of the personnel costs are not continuing costs as they will only be needed to help design the curriculum and train the staff; their jobs are to make their jobs irrelevant. However, the salary of the Magnet School Director and the magnet office will continue after the MSAP grant which will be funded under local funds. Additional grant money will be sought from local businesses and foundations to cover the activities of the office such as marketing and public relations for the schools. The district is committed to maintaining services to children after the start-up of the program, and will utilize its resources to the fullest degree to provide the schools with continuing personnel costs, maintenance of equipment, follow-up curriculum and professional development and recruitment.

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## **Project Narrative**

### **Other Narrative**

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**Table #3 Enrollment Data - Magnet School**

**Magnet School: Reynolds High School**

Grade Level	Actual Enrollment as of 10/1/06 (Current School Year)			Projected Enrollment as of 10/1/07 (Year 1 of Project)			Projected Enrollment as of 10/1/08 (Year 2 of Project)			Projected Enrollment as of 10/1/09 (Year 3 of Project)												
	# Min.	% Min.	% Non-min.	# Min.	% Min.	% Non-min.	# Min.	% Min.	% Non-min.	# Min.	% Min.	% Non-min.	Total									
Pre-K													0									
K													0									
1													0									
2													0									
3													0									
4													0									
5													0									
6													0									
7													0									
8													0									
9	299	57.6%	143	32.4%	442	44.3%	175	55.7%	220	55.7%	195	50.6%	190	49.4%	190	49.4%	190	49.4%	190	49.4%	190	49.4%
10	197	54.1%	167	45.9%	364	46.1%	143	58.8%	275	65.8%	220	55.7%	175	44.3%	185	49.3%	190	50.7%	190	50.7%	190	50.7%
11	202	53.9%	173	46.1%	375	46.1%	167	54.4%	197	54.4%	250	63.6%	143	36.4%	220	55.7%	175	44.3%	175	44.3%	175	44.3%
12	185	55.1%	159	44.9%	354	44.9%	173	53.9%	202	53.9%	197	54.1%	167	45.9%	230	61.7%	143	38.3%	143	38.3%	143	38.3%
<b>Total</b>	<b>893</b>	<b>58.2%</b>	<b>642</b>	<b>41.8%</b>	<b>1535</b>	<b>42.4%</b>	<b>658</b>	<b>57.6%</b>	<b>894</b>	<b>57.6%</b>	<b>862</b>	<b>56.1%</b>	<b>675</b>	<b>43.9%</b>	<b>785</b>	<b>52.8%</b>	<b>703</b>	<b>47.2%</b>	<b>703</b>	<b>47.2%</b>	<b>703</b>	<b>47.2%</b>

**Projected Change in Enrollment Data - Magnet School**

Magnet School: Reynolds																	
Projected Change in Enrollment				Projected Change in Enrollment				Projected Change in Enrollment									
10/1/06 - 10/1/07				10/1/07 - 10/1/08				10/1/08 - 10/1/09									
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	0		0		0	Pre-K	0		0		0	Pre-K	0		0		0
K	0		0		0	K	0		0		0	K	0		0		0
1	0		0		0	1	0		0		0	1	0		0		0
2	0		0		0	2	0		0		0	2	0		0		0
3	0		0		0	3	0		0		0	3	0		0		0
4	0		0		0	4	0		0		0	4	0		0		0
5	0		0		0	5	0		0		0	5	0		0		0
6	0		0		0	6	0		0		0	6	0		0		0
7	0		0		0	7	0		0		0	7	0		0		0
8	0		0		0	8	0		0		0	8	0		0		0
9	-79	-12.0%	32	12.0%	-47	9	-25	-5.0%	15	5.0%	-10	9	-10	-1.3%	0	1.3%	-10
10	78	11.7%	-24	-11.7%	54	10	-55	-10.1%	32	10.1%	-23	10	0	0.0%	0	0.0%	0
11	-5	0.3%	-6	-0.3%	-11	11	53	9.5%	-24	-9.5%	29	11	-20	-2.0%	0	2.0%	-20
12	7	-1.2%	14	1.2%	21	12	-5	0.3%	-6	-0.3%	-11	12					
<b>Total</b>	<b>1</b>	<b>-0.6%</b>	<b>16</b>	<b>0.6%</b>	<b>17</b>	<b>Total</b>	<b>-32</b>	<b>-1.5%</b>	<b>17</b>	<b>1.5%</b>	<b>-15</b>	<b>Total</b>	<b>-77</b>	<b>-3.3%</b>	<b>28</b>	<b>3.3%</b>	

**Table #3 Enrollment Data - Magnet School**

**Magnet School: Hanes Middle School**

Actual Enrollment as of 10/1/06 (Current School Year)		Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)										
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K			0		Pre-K			0		Pre-K			0		Pre-K			0		0
K			0		K			0		K			0		K			0		0
1			0		1			0		1			0		1			0		0
2			0		2			0		2			0		2			0		0
3			0		3			0		3			0		3			0		0
4			0		4			0		4			0		4			0		0
5			0		5			0		5			0		5			0		0
6	115	62.8%	68	37.2%	6	128	57.4%	95	42.6%	6	120	52.3%	110	47.8%	6	118	49.6%	128	50.4%	238
7	125	65.1%	67	34.9%	7	115	62.8%	68	37.2%	7	128	57.4%	95	42.6%	7	120	52.2%	110	47.8%	230
8	132	58.7%	93	41.3%	8	125	65.1%	67	34.9%	8	115	58.4%	82	41.6%	8	128	57.4%	95	42.6%	223
9			0		9			0		9			0		9			0		0
10			0		10			0		10			0		10			0		0
11			0		11			0		11			0		11			0		0
12			0		12			0		12			0		12			0		0
<b>Total</b>	<b>372</b>	<b>62.0%</b>	<b>228</b>	<b>38.0%</b>	<b>Total</b>	<b>368</b>	<b>61.5%</b>	<b>230</b>	<b>38.5%</b>	<b>Total</b>	<b>363</b>	<b>55.8%</b>	<b>287</b>	<b>44.2%</b>	<b>Total</b>	<b>366</b>	<b>53.0%</b>	<b>325</b>	<b>47.0%</b>	<b>691</b>



**Table #3 Enrollment Data - Magnet School**

Magnet School:		Philo Middle School																		
Actual Enrollment as of 10/1/06 (Current School Year)		Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)										
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	0		0		Pre-K	0		0		Pre-K	0		0		Pre-K	0		0		0
K	0		0		K	0		0		K	0		0		K	0		0		0
1	0		0		1	0		0		1	0		0		1	0		0		0
2	0		0		2	0		0		2	0		0		2	0		0		0
3	0		0		3	0		0		3	0		0		3	0		0		0
4	0		0		4	0		0		4	0		0		4	0		0		0
5	0		0		5	0		0		5	0		0		5	0		0		0
6	149	92.5%	12	7.5%	6	150	85.7%	25	14.3%	6	140	75.7%	45	24.3%	6	130	66.7%	65	33.3%	195
7	141	90.4%	15	9.6%	7	145	86.2%	20	11.8%	7	150	85.7%	25	14.3%	7	140	75.7%	45	24.3%	185
8	139	86.9%	21	13.1%	8	119	88.8%	15	11.2%	8	149	88.2%	20	11.8%	8	150	85.7%	25	14.3%	175
9	0		0		9	0		0		9	0		0		9	0		0		0
10	0		0		10	0		0		10	0		0		10	0		0		0
11	0		0		11	0		0		11	0		0		11	0		0		0
12	0		0		12	0		0		12	0		0		12	0		0		0
<b>Total</b>	<b>429</b>	<b>89.9%</b>	<b>48</b>	<b>10.1%</b>	<b>Total</b>	<b>418</b>	<b>87.4%</b>	<b>60</b>	<b>12.6%</b>	<b>Total</b>	<b>439</b>	<b>83.0%</b>	<b>90</b>	<b>17.0%</b>	<b>Total</b>	<b>420</b>	<b>75.7%</b>	<b>135</b>	<b>24.3%</b>	<b>555</b>

**Projected Change in Enrollment Data - Magnet School**

Magnet School:		Projected Change in Enrollment Data - Magnet School															
Philo Middle School		Projected Change in Enrollment 10/1/06 - 10/1/07				Projected Change in Enrollment 10/1/07 - 10/1/08				Projected Change in Enrollment 10/1/08 - 10/1/09							
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	0		0		0	Pre-K	0		0		0	Pre-K	0		0		0
K	0		0		0	K	0		0		0	K	0		0		0
1	0		0		0	1	0		0		0	1	0		0		0
2	0		0		0	2	0		0		0	2	0		0		0
3	0		0		0	3	0		0		0	3	0		0		0
4	0		0		0	4	0		0		0	4	0		0		0
5	0		0		0	5	0		0		0	5	0		0		0
6	1	-6.8%	13	6.8%	14	6	-10	-10.0%	20	10.0%	10	6	-10	-9.0%	20	9.0%	10
7	8	-2.2%	5	2.2%	13	7	1	-2.5%	5	2.5%	6	7	-10	-10.0%	20	10.0%	10
8	-20	1.9%	-6	-1.9%	-26	8	30	-0.6%	5	0.6%	35	8	1	-2.5%	5	2.5%	6
9	0		0		0	9	0		0		0	9	0		0		0
10	0		0		0	10	0		0		0	10	0		0		0
11	0		0		0	11	0		0		0	11	0		0		0
12	0		0		0	12	0		0		0	12	0		0		0
<b>Total</b>	<b>-11</b>	<b>-2.5%</b>	<b>12</b>	<b>2.5%</b>	<b>1</b>	<b>Total</b>	<b>21</b>	<b>-4.5%</b>	<b>30</b>	<b>4.5%</b>	<b>51</b>	<b>Total</b>	<b>-19</b>	<b>-7.3%</b>	<b>45</b>	<b>7.3%</b>	<b>26</b>



**Table #1 Enrollment Data - LEA Level**

District:		Actual Enrollment as of 10/1/06 (Current School Year)										Projected Enrollment as of 10/1/07 (Year 1 of Project)										Projected Enrollment as of 10/1/08 (Year 2 of Project)										Projected Enrollment as of 10/1/09 (Year 3 of Project)									
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total												
Pre-K	N/A		N/A		0	Pre-K					0	Pre-K					0	Pre-K					0	Pre-K					0												
K	2492	58.4%	1778	41.6%	4270	K	2235	55.7%	1778	44.3%	4013	K	2350	56.9%	1780	43.1%	4130	K	2900	59.2%	1996	40.8%	4896	K	2900	59.2%	1996	40.8%	4896												
I	2429	56.3%	1889	43.7%	4318	I	2492	58.4%	1778	41.6%	4270	I	2235	55.7%	1778	44.3%	4013	I	2350	56.9%	1780	43.1%	4130	I	2350	56.9%	1780	43.1%	4130												
2	2255	55.6%	1799	44.4%	4054	2	2429	56.3%	1889	45.7%	4318	2	2492	58.4%	1778	41.6%	4270	2	2235	55.7%	1778	44.3%	4013	2	2235	55.7%	1778	44.3%	4013												
3	2203	56.1%	1725	43.9%	3928	3	2255	55.6%	1799	44.4%	4054	3	2429	56.3%	1889	45.7%	4318	3	2492	58.4%	1778	41.6%	4270	3	2492	58.4%	1778	41.6%	4270												
4	2026	52.7%	1821	47.3%	3847	4	2203	56.1%	1725	43.9%	3928	4	2255	55.6%	1799	44.4%	4054	4	2429	56.3%	1889	45.7%	4318	4	2429	56.3%	1889	45.7%	4318												
5	1997	53.3%	1749	46.7%	3746	5	2026	52.7%	1821	47.3%	3847	5	2203	56.1%	1725	43.9%	3928	5	2255	55.6%	1799	44.4%	4054	5	2255	55.6%	1799	44.4%	4054												
6	1952	53.6%	1688	46.4%	3640	6	1997	53.3%	1749	46.7%	3746	6	2026	52.7%	1821	47.3%	3847	6	2203	56.1%	1725	43.9%	3928	6	2203	56.1%	1725	43.9%	3928												
7	1939	52.3%	1766	47.7%	3705	7	1952	53.6%	1688	46.4%	3640	7	1997	53.3%	1749	46.7%	3746	7	2026	52.7%	1821	47.3%	3847	7	2026	52.7%	1821	47.3%	3847												
8	1966	52.2%	1800	47.8%	3766	8	1939	52.3%	1766	47.7%	3705	8	1952	53.6%	1688	46.4%	3640	8	1997	53.3%	1749	46.7%	3746	8	1997	53.3%	1749	46.7%	3746												
9	2691	56.0%	2116	44.0%	4807	9	1966	52.2%	1800	47.8%	3766	9	1939	52.3%	1766	47.7%	3705	9	1952	53.6%	1688	46.4%	3640	9	1952	53.6%	1688	46.4%	3640												
10	1762	47.6%	1939	52.4%	3701	10	2691	56.2%	2100	43.8%	4791	10	1966	52.2%	1800	47.8%	3766	10	1939	52.3%	1766	47.7%	3705	10	1939	52.3%	1766	47.7%	3705												
11	1959	51.9%	1815	48.1%	3774	11	1605	45.3%	1939	54.7%	3544	11	2691	56.2%	2100	43.8%	4791	11	1966	52.2%	1800	47.8%	3766	11	1966	52.2%	1800	47.8%	3766												
12	1429	45.3%	1723	54.7%	3152	12	1959	51.9%	1815	48.1%	3774	12	1605	45.3%	1939	54.7%	3544	12	2691	56.2%	2100	43.8%	4791	12	2691	56.2%	2100	43.8%	4791												
Total	27100	53.4%	23608	46.6%	50708	Total	27749	54.0%	23647	46%	51396	Total	28140	54.4%	23612	46%	51752	Total	29435	55.4%	23669	45%	53104	Total	29435	55.4%	23669	45%	53104												

**Year of Implementation for Existing Magnet Schools Included in the Project**

School Name	1st School Year as Magnet School	School Name	1st School Year as Magnet School
Philo Middle School	2007-2008		
Hanes Middle School	2007-2008		
Reynolds High School	2007-2008		

**Projected Change in Enrollment Data - Magnet School**

District:

Projected Change in Enrollment			Projected Change in Enrollment			Projected Change in Enrollment					
10/1/06 - 10/1/07			10/1/07 - 10/1/08			10/1/08 - 10/1/09					
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K						Pre-K	0		0		0
K	-257	-2.7%	0	2.7%	-257	K	115	1.2%	2	-1.2%	117
1	63	2.1%	-111	-2.1%	-48	1	-257	-2.7%	0	2.7%	-257
2	174	0.6%	90	-0.6%	264	2	63	2.1%	-111	-2.1%	-48
3	52	-0.5%	74	0.5%	126	3	174	0.6%	90	-0.6%	264
4	177	3.4%	-96	-3.4%	81	4	52	-0.5%	74	0.5%	126
5	29	-0.6%	72	0.6%	101	5	177	3.4%	-96	-3.4%	81
6	45	-0.3%	61	0.3%	106	6	29	-0.6%	72	0.6%	101
7	13	1.3%	-78	-1.3%	-65	7	45	-0.3%	61	0.3%	106
8	-27	0.1%	-34	-0.1%	-61	8	13	1.3%	-78	-1.3%	-65
9	-725	-3.8%	-316	3.8%	-1041	9	-27	0.1%	-34	-0.1%	-61
10	929	8.6%	161	-8.6%	1090	10	-725	-4.0%	-300	4.0%	-1025
11	-354	-6.6%	124	6.6%	-230	11	1086	10.9%	161	-10.9%	1247
12	530	6.6%	92	-6.6%	622	12	-354	-6.6%	124	6.6%	-230
Total	649	0.5%	39	-0.5%		Total	391	0.4%	-35	-0.4%	356
						Total	1295	1.1%	57	-1.1%	1352

**Table #3 Enrollment Data - Magnet School**

Magnet School: Reynolds High School		Actual Enrollment as of 10/1/06 (Current School Year)						Projected Enrollment as of 10/1/07 (Year 1 of Project)						Projected Enrollment as of 10/1/08 (Year 2 of Project)						Projected Enrollment as of 10/1/09 (Year 3 of Project)					
		Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K						0	Pre-K					0	Pre-K					0	Pre-K					0	
K						0	K					0	K					0	K					0	
1						0	1					0	1					0	1					0	
2						0	2					0	2					0	2					0	
3						0	3					0	3					0	3					0	
4						0	4					0	4					0	4					0	
5						0	5					0	5					0	5					0	
6						0	6					0	6					0	6					0	
7						0	7					0	7					0	7					0	
8						0	8					0	8					0	8					0	
9	295	67.6%	143	32.4%	442	270	55.7%	175	44.3%	395	195	50.6%	198	49.4%	385	150	43.5%	195	56.5%	345					
10	197	54.1%	167	45.9%	364	275	65.8%	143	34.2%	418	220	55.7%	175	44.3%	395	185	49.3%	190	50.7%	375					
11	202	53.9%	171	46.1%	375	197	54.1%	167	45.9%	364	250	63.6%	143	36.4%	393	220	58.7%	175	44.3%	395					
12	195	55.1%	159	44.9%	354	202	53.9%	173	46.1%	375	197	54.1%	167	45.9%	364	230	61.7%	143	38.3%	375					
<b>Total</b>	<b>893</b>	<b>58.2%</b>	<b>642</b>	<b>41.8%</b>	<b>1535</b>	<b>894</b>	<b>57.6%</b>	<b>658</b>	<b>42.4%</b>	<b>1552</b>	<b>862</b>	<b>56.1%</b>	<b>675</b>	<b>43.9%</b>	<b>1537</b>	<b>785</b>	<b>52.8%</b>	<b>703</b>	<b>47.2%</b>	<b>1488</b>					

**Projected Change in Enrollment Data - Magnet School**

**Magnet School: Reynolds**

Grade Level	Projected Change in Enrollment 10/1/06 - 10/1/07			Projected Change in Enrollment 10/1/07 - 10/1/08			Projected Change in Enrollment 10/1/08 - 10/1/09							
	# Min.	% Min.	# Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	Total
Pre-K	0		0	0	Pre-K	0		0	0	Pre-K	0		0	0
K	0		0	0	K	0		0	0	K	0		0	0
1	0		0	0	1	0		0	0	1	0		0	0
2	0		0	0	2	0		0	0	2	0		0	0
3	0		0	0	3	0		0	0	3	0		0	0
4	0		0	0	4	0		0	0	4	0		0	0
5	0		0	0	5	0		0	0	5	0		0	0
6	0		0	0	6	0		0	0	6	0		0	0
7	0		0	0	7	0		0	0	7	0		0	0
8	0		0	0	8	0		0	0	8	0		0	0
9	-79	-12.0%	32	12.0%	-47	-25	-5.0%	15	5.0%	-10	-10	-1.3%	0	1.3%
10	78	11.7%	-24	-11.7%	54	-53	-10.1%	32	10.1%	-23	10	0.0%	0	0.0%
11	-5	0.3%	-6	-0.3%	-11	53	9.5%	-24	-9.5%	29	11	-2.0%	0	2.0%
12	7	-1.2%	14	1.2%	21	-5	0.3%	-6	-0.3%	-11	12			
<b>Total</b>	<b>1</b>	<b>-0.6%</b>	<b>16</b>	<b>0.6%</b>	<b>17</b>	<b>-32</b>	<b>-1.5%</b>	<b>17</b>	<b>1.5%</b>	<b>-15</b>	<b>-77</b>	<b>-3.3%</b>	<b>28</b>	<b>3.3%</b>

**Table #3 Enrollment Data - Magnet School**

Magnet School:		Hanes Middle School																		
Actual Enrollment as of 10/1/06 (Current School Year)		Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)										
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K					Pre-K	0				Pre-K	0				Pre-K	0				0
K					K	0				K	0				K	0				0
1					1	0				1	0				1					0
2					2	0				2	0				2					0
3					3	0				3	0				3					0
4					4	0				4	0				4					0
5					5	0				5	0				5					0
6	115	62.9%	68	37.2%	6	128	57.4%	95	42.6%	6	120	52.2%	110	47.8%	6	118	49.6%	120	50.4%	238
7	125	65.1%	67	34.9%	7	115	62.8%	68	37.2%	7	128	57.4%	95	42.6%	7	120	52.2%	110	47.8%	230
8	132	58.7%	93	41.3%	8	125	65.1%	67	34.9%	8	115	58.4%	82	41.6%	8	128	57.4%	95	42.6%	223
9					9	0				9	0				9					0
10					10	0				10	0				10					0
11					11	0				11	0				11					0
12					12	0				12	0				12					0
<b>Total</b>	<b>372</b>	<b>62.0%</b>	<b>228</b>	<b>38.0%</b>	<b>Total</b>	<b>600</b>	<b>61.5%</b>	<b>230</b>	<b>38.5%</b>	<b>Total</b>	<b>598</b>	<b>55.8%</b>	<b>287</b>	<b>47.9%</b>	<b>Total</b>	<b>366</b>	<b>53.0%</b>	<b>225</b>	<b>47.0%</b>	<b>691</b>

**Projected Change in Enrollment Data - Magnet School**

**Magnet School: Hanes Middle School**

Projected Change in Enrollment		10/1/06 - 10/1/07				10/1/07 - 10/1/08				10/1/08 - 10/1/09							
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	0		0		0	Pre-K	0		0		0	Pre-K	0		0		0
K	0		0		0	K	0		0		0	K	0		0		0
1	0		0		0	1	0		0		0	1	0		0		0
2	0		0		0	2	0		0		0	2	0		0		0
3	0		0		0	3	0		0		0	3	0		0		0
4	0		0		0	4	0		0		0	4	0		0		0
5	0		0		0	5	0		0		0	5	0		0		0
6	13	-5.4%	27	5.4%	40	6	-8	-5.2%	15	5.2%	7	6	-2	-2.6%	10	2.6%	8
7	-10	-2.3%	1	2.3%	-9	7	13	-5.4%	27	5.4%	40	7	-8	-5.2%	15	5.2%	7
8	-7	6.4%	-26	-6.4%	-33	8	10	-6.7%	15	6.7%	5	8	13	-1.0%	13	1.0%	26
9	0		0		0	9	0		0		0	9	0		0		0
10	0		0		0	10	0		0		0	10	0		0		0
11	0		0		0	11	0		0		0	11	0		0		0
12	0		0		0	12	0		0		0	12	0		0		0
<b>Total</b>	<b>-4</b>	<b>-0.5%</b>	<b>2</b>	<b>0.5%</b>	<b>-2</b>	<b>Total</b>	<b>-5</b>	<b>-5.7%</b>	<b>57</b>	<b>5.7%</b>	<b>52</b>	<b>Total</b>	<b>3</b>	<b>-2.9%</b>	<b>38</b>	<b>2.9%</b>	<b>41</b>

**Table #3 Enrollment Data - Magnet School**

Magnet School:		Philo Middle School															
Actual Enrollment as of 10/1/06 (Current School Year)		Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)							
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K					0	Pre-K					0	Pre-K					0
K					0	K					0	K					0
1					0	1					0	1					0
2					0	2					0	2					0
3					0	3					0	3					0
4					0	4					0	4					0
5					0	5					0	5					0
6	149	92.5%	12	7.5%	161	6	150	85.7%	25	14.3%	175	6	140	75.7%	45	24.3%	185
7	141	91.4%	15	9.6%	156	7	149	88.2%	20	11.8%	169	7	150	85.7%	25	14.3%	175
8	139	86.9%	21	13.1%	160	8	119	88.8%	15	11.2%	134	8	149	88.2%	20	11.8%	169
9					0	9					0	9					0
10					0	10					0	10					0
11					0	11					0	11					0
12					0	12					0	12					0
<b>Total</b>	<b>429</b>	<b>89.9%</b>	<b>48</b>	<b>10.1%</b>	<b>477</b>	<b>Total</b>	<b>418</b>	<b>87.4%</b>	<b>60</b>	<b>12.6%</b>	<b>478</b>	<b>Total</b>	<b>439</b>	<b>83.0%</b>	<b>90</b>	<b>17.0%</b>	<b>529</b>
							<b>420</b>	<b>75.7%</b>	<b>135</b>	<b>24.3%</b>	<b>555</b>						

**Projected Change in Enrollment Data - Magnet School**

Magnet School:		Projected Change in Enrollment Data - Magnet School															
Philo Middle School		Projected Change in Enrollment 10/1/06 - 10/1/07				Projected Change in Enrollment 10/1/07 - 10/1/08				Projected Change in Enrollment 10/1/08 - 10/1/09							
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	0		0		0	Pre-K	0		0		0	Pre-K	0		0		0
K	0		0		0	K	0		0		0	K	0		0		0
1	0		0		0	1	0		0		0	1	0		0		0
2	0		0		0	2	0		0		0	2	0		0		0
3	0		0		0	3	0		0		0	3	0		0		0
4	0		0		0	4	0		0		0	4	0		0		0
5	0		0		0	5	0		0		0	5	0		0		0
6	1	-6.8%	13	6.8%	14	6	-10	-10.0%	20	10.0%	10	6	-10	-9.0%	20	9.0%	10
7	8	-2.2%	5	2.2%	13	7	1	-2.5%	5	2.5%	6	7	-10	-10.0%	20	10.0%	10
8	-20	1.9%	-6	-1.9%	-26	8	30	-0.6%	5	0.6%	3.5	8	1	-2.5%	5	2.5%	6
9	0		0		0	9	0		0		0	9	0		0		0
10	0		0		0	10	0		0		0	10	0		0		0
11	0		0		0	11	0		0		0	11	0		0		0
12	0		0		0	12	0		0		0	12	0		0		0
<b>Total</b>	<b>-11</b>	<b>-2.5%</b>	<b>12</b>	<b>2.5%</b>	<b>1</b>	<b>Total</b>	<b>21</b>	<b>-4.5%</b>	<b>30</b>	<b>4.5%</b>	<b>51</b>	<b>Total</b>	<b>-19</b>	<b>-7.3%</b>	<b>45</b>	<b>7.3%</b>	<b>26</b>



**Table #1 Enrollment Data - L.E.A Level**

District:																	
Actual Enrollment as of 10/1/06 (Current School Year)				Projected Enrollment as of 10/1/07 (Year 1 of Project)				Projected Enrollment as of 10/1/08 (Year 2 of Project)				Projected Enrollment as of 10/1/09 (Year 3 of Project)					
Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total	Grade Level	# Min.	% Min.	# Non-min.	% Non-min.	Total
Pre-K	N/A		N/A		0	Pre-K					0	Pre-K					0
K	2492	58.4%	1778	41.6%	4270	K	2235	55.7%	1778	44.3%	4013	K	2350	56.9%	1780	43.1%	4130
1	2429	56.3%	1889	43.7%	4318	1	2492	58.4%	1778	41.6%	4270	1	2235	55.7%	1778	44.3%	4013
2	2255	55.6%	1799	44.4%	4054	2	2429	56.3%	1889	43.7%	4318	2	2492	58.4%	1778	41.6%	4270
3	2203	56.1%	1725	43.9%	3928	3	2255	55.6%	1799	44.4%	4054	3	2429	56.3%	1889	43.7%	4318
4	2026	52.7%	1821	47.3%	3847	4	2203	56.1%	1725	43.9%	3928	4	2255	55.6%	1799	44.4%	4054
5	1997	53.3%	1749	46.7%	3746	5	2026	52.7%	1821	47.3%	3847	5	2203	56.1%	1725	43.9%	3928
6	1952	53.6%	1688	46.4%	3640	6	1997	53.3%	1749	46.7%	3746	6	2026	52.7%	1821	47.3%	3847
7	1939	52.3%	1766	47.7%	3705	7	1952	53.6%	1688	46.4%	3640	7	1997	53.3%	1749	46.7%	3746
8	1966	52.2%	1800	47.8%	3766	8	1939	52.3%	1766	47.7%	3705	8	1952	53.6%	1688	46.4%	3640
9	2691	56.0%	2116	44.0%	4807	9	1966	52.2%	1800	47.8%	3766	9	1939	52.3%	1766	47.7%	3705
10	1762	47.6%	1939	52.4%	3701	10	2691	56.2%	2100	43.8%	4791	10	1966	52.2%	1800	47.8%	3766
11	1939	51.9%	1815	48.1%	3754	11	1605	45.3%	1939	54.7%	3544	11	2691	56.2%	2100	43.8%	4791
12	1429	45.3%	1723	54.7%	3152	12	1939	51.9%	1815	48.1%	3754	12	1605	45.3%	1939	54.7%	3544
<b>Total</b>	<b>27100</b>	<b>53.4%</b>	<b>23608</b>	<b>46.6%</b>	<b>50708</b>	<b>Total</b>	<b>27749</b>	<b>54.0%</b>	<b>23647</b>	<b>46%</b>	<b>51396</b>	<b>Total</b>	<b>28140</b>	<b>54.4%</b>	<b>23612</b>	<b>46%</b>	<b>51752</b>

**Year of Implementation for Existing Magnet Schools Included in the Project**

School Name	1st School Year as Magnet School	School Name	1st School Year as Magnet School
Philo Middle School	2007-2008		
Hanes Middle School	2007-2008		
Reynolds High School	2007-2008		

**Projected Change in Enrollment Data - Magnet School**

District:

Grade Level	Projected Change in Enrollment				Projected Change in Enrollment				Projected Change in Enrollment							
	10/1/06 - 10/1/07		10/1/07 - 10/1/08		10/1/07 - 10/1/08		10/1/08 - 10/1/09		10/1/06 - 10/1/07		10/1/07 - 10/1/08		10/1/08 - 10/1/09			
	# Min.	% Min.	# Non-min.	% Non-min.	# Min.	% Min.	# Non-min.	% Non-min.	# Min.	% Min.	# Non-min.	% Non-min.	# Min.	% Min.	# Non-min.	% Non-min.
Pre-K					0		0		0	0		0		0		0
K	-257	-2.7%	0	2.7%	115	1.2%	2	-1.2%	117	K	550	2.3%	216	-2.3%	765	
1	63	2.1%	-111	-2.1%	-257	-2.7%	0	2.7%	-257	1	115	1.2%	2	-1.2%	117	
2	174	0.6%	90	-0.6%	63	2.1%	-111	-2.1%	-48	2	-257	-2.7%	0	2.7%	-257	
3	52	-0.5%	74	0.5%	174	0.6%	90	-0.6%	264	3	63	2.1%	-111	-2.1%	-48	
4	177	3.4%	-96	-3.4%	52	-0.5%	74	0.5%	126	4	174	0.6%	90	-0.6%	264	
5	29	-0.6%	72	0.6%	177	3.4%	-96	-3.4%	81	5	52	-0.5%	74	0.5%	126	
6	45	-0.3%	61	0.3%	29	-0.6%	72	0.6%	101	6	177	3.4%	-96	-3.4%	81	
7	15	1.3%	-78	-1.3%	45	-0.3%	61	0.3%	106	7	29	-0.6%	72	0.6%	101	
8	-27	0.1%	-34	-0.1%	13	1.3%	-78	-1.3%	-65	8	45	-0.3%	61	0.3%	106	
9	-725	-3.8%	-316	-3.8%	-27	0.1%	-34	-0.1%	-61	9	13	1.3%	-78	-1.3%	-65	
10	929	8.6%	161	-8.6%	-725	-4.0%	-300	4.0%	-1025	10	-27	0.1%	-34	-0.1%	-61	
11	-354	-6.6%	124	6.6%	1086	10.9%	161	-10.9%	1247	11	-725	-4.0%	-300	4.0%	-1025	
12	530	6.6%	92	-6.6%	-354	-6.6%	124	6.6%	-230	12	1086	10.9%	161	-10.9%	1247	
<b>Total</b>	<b>649</b>	<b>0.5%</b>	<b>39</b>	<b>-0.5%</b>	<b>391</b>	<b>0.4%</b>	<b>-35</b>	<b>-0.4%</b>	<b>356</b>	<b>Total</b>	<b>1295</b>	<b>1.1%</b>	<b>57</b>	<b>-1.1%</b>	<b>1352</b>	

## 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):

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.

**The following guidelines for student selection are copied from the WSFCS Board Policy for Assignment of Pupils, Policy Number 5117.**

**Introduction.** The Winston-Salem/Forsyth County Board of Education has the lawful authority to provide for the assignment of each child domiciled within Forsyth County who is qualified under North Carolina law for admission to a public school. Pursuant to N.C.G.S. 115C-366.1 and 366.2, students who are not domiciled in Forsyth County (with certain exceptions) are required to pay tuition in order to attend the public schools. See also Policy 5118, "Tuition Students." It is the policy of the Winston-Salem/ Forsyth County Board of Education that pupils shall attend a school serving the geographic attendance zone in which they are domiciled in accordance with the Schools of Choice Pupil Assignment Plan adopted by the Board of Education for implementation at the commencement of the 1995-96 school year. The term "parent" wherever it appears in this

policy shall mean and include the plural as well as the singular form and shall mean and include the terms "guardian" and "person standing in loco parentis."

## **II. Diversity and Racial Isolation of Students.**

A. It is the Mission of WS/FCS to provide an educational experience to ensure that all children become academically proficient students, responsible citizens, productive workers and continuous learners. The Board of Education believes that human diversity is a valuable and vital asset to its system *and that having a "critical mass" of students from each of the racial and ethnic groups within our community at each school is a worthwhile goal.* The term "critical mass" as used in this policy as the term is used in the U. S. Supreme Court Decision in *Grutter v. Bollinger*, 123 S. Ct. 2325. Among the purposes of this "Schools of Choice" policy are to maintain and promote diversity and to reduce the isolation of racial, ethnic, linguistic, cultural and socioeconomic groups in our community. The student population in WS/FCS is culturally, geographically, economically, racially and ethnically diverse. Diversity is a valuable resource for teaching students to live within a multi-racial/multi-cultural world. It promotes cross-racial understanding, helps to break down racial stereotypes and enables students to better understand persons of different races. These benefits are important because classroom discussion is livelier, more spirited, and simply more enlightening and interesting when the students have the greatest possible variety of backgrounds. By enrolling a critical mass of each racial, economic, geographic and ethnic group of students the Board of Education seeks to ensure their ability to make unique contributions to the quality of each student's education.

B. Providing students the choice to attend school with a diverse student enrollment

has inherent educational value. The democratic form of government depends upon an educated citizenry that shares common values about the welfare of society and its people, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters understanding of students from different economic, geographic, racial and cultural backgrounds, which is particularly important in preparing students to live and work in a diverse community such as ours. See: e.g., J. Braddock II and J. McPartland, "Social Psychological Processes that Perpetuate Racial Segregation: The Relationship Between School and Employment Desegregation," J. of Black Studies, Vol. 19, No. 3 at 267, 285 (Mar. 1989); W. Trent, "Outcomes of School Desegregation: Findings from Longitudinal Research," J. of Negro Education, Vol. 66, No. 3 at 255, 257 (Summer 1997) ("desegregated schooling has important long-term benefits for minority students").

**For All Three Proposed Magnet Schools:** Any elementary, middle, or high school student enrolled or eligible for enrollment in WS/FCS may request assignment to a system-wide theme school.

**Residential Guarantee:** Each system-wide theme school shall have a Residential Attendance Area (RAA) and students who are domiciled in that area shall be guaranteed an assignment to the system-wide theme school as provided in Section IV above.

**Employee Preference Rule:** Children of WS/FCS employees shall be given a preference for an assignment to the school where their parent is assigned.

**Sibling Preference Rule:** Siblings making the same choice shall be assigned to the same school.

**Capacity:** The Superintendent shall determine the number of spaces available in each system-wide theme school for system-wide choice prior to the application date.

**Lottery:** If fewer students apply than the spaces available, they all shall be admitted. If more students apply for admission than the number of spaces available, students shall be admitted for the entry grade (kindergarten or 6th grade respectively) by random sample *lottery* from those who submit written applications prior to the application date established by the Superintendent.

**Filling of Vacancies:** If there are more applicants for a system-wide theme school than there are spaces available, a waiting list shall be created by random sample *lottery* from the excess applications. If vacancies occur after school assignments are made or at any time prior to the 20th day of the school year, students shall be admitted in the order that their names appear on the waiting list.

**Grandfathering and Pupil Assignment Rules During Period of Transition:** All students enrolled in a system-wide theme school during the year prior to implementation of the system-wide theme school shall have the right to be assigned to the school until they complete the school program and as long as they are domiciled in Forsyth County.

**Continuation of Assignment:**

1. A student admitted to any system-wide theme school shall be assigned to that school for a minimum of one school year unless there is a medical need, there are grounds for a special transfer or there is a disciplinary reason for an administrative transfer to another school in the school system.
2. A student admitted to a system-wide theme school may remain at that school until the student completes the grade span (elementary or middle or high school graduation).

3. A student admitted to a system-wide theme elementary school shall have a preference for admission to the system-wide theme middle school that is paired with the system-wide elementary school theme. That same preference will be granted for a middle school student who is currently enrolled in a system-side magnet who wishes to remain in the K-12 continuum for that theme at the high school level.

**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.

## Table 6: Revised Magnet Schools

### 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:

No Revised Magnet Schools Participating in the Project.

The three magnet schools projects that are requested in this application are all new projects. Each project description is different and should attract students according to the specific interest of the student and his/her grade level. Each new program also strengthens the effort to provide a K-12 Continuum for major magnet themes in the district. The three new programs are:

**1. Hanes Middle School-Pre-Engineering and Mathematics Academy**

Hanes will be the feeder program for the Project Lead the Way Program at Atkins Technology High School.

**2. Philo Middle School-School of International Studies**

Philo will be the feeder program for the International theme at Parkland Magnet High

School.

**3. Reynolds High School-School of Visual and Performing Arts**

Reynolds will be the destination school for the elementary and middle school magnets in the district-*Diggs and Mineral Springs Elementary; Hill and Mineral Springs Middle.*

Explanation of How or Why the Revision is Significant:

## Rigorous Evaluation Design Plan

### Winston-Salem/Forsyth 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 Winston-Salem/Forsyth County Schools.

Specifically, the Education Alliance will evaluate the impact of the Magnet Schools Assistance Program (MSAP) on student academic achievement in the Winston-Salem/Forsyth 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 Winston-Salem/Forsyth 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 Winston-Salem/Forsyth County Schools will establish the following three magnet schools (with corresponding themes) through the MSAP:

- Hanes Middle School (Gateway and Pre-Engineering)
- Philo Middle School (Global Technology and Language Immersion)
- Reynolds High School (Visual and Performing Arts)

Information received from the North Carolina Department of Public Instruction, Accountability Services Division, suggests that the proposed rigorous evaluation may not be appropriate for the assessment of program impact on student achievement at Reynolds

High School. The academic achievement of high school students in North Carolina is assessed via the North Carolina End-of-Course (EOC) tests. The tests themselves have changed in the past three years and will change again in the three-year period after implementation of the magnet program. Because the administration of consistent tests is required for a valid longitudinal statistical analysis, and since this will not be the case in NC, Reynolds high school will not be included in this rigorous evaluation. The proposed evaluation will focus on Hanes and Philo Middle Schools.

Schools in the Winston-Salem/Forsyth County Schools are neighborhood zoned schools, and the proposed magnet schools will allocate open seats to students who apply from across the district. The district 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.

Based on discussions with the current magnet administrators, combined with the neighborhood zoning policy, it appears that student magnet applications in the Winston-Salem/Forsyth 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 participating school districts within the Winston-Salem/Forsyth 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 school 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 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, 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 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 Winston-Salem/Forsyth 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 middle schools in the proposed rigorous evaluation of the 2007-2010 Winston-Salem/Forsyth County Schools' Magnet School Assistance Program. The current sample sizes by grade cohorts for the two schools are: 389 students in sixth grade, 396 in seventh and 408 students in eighth grades. Based on the fact that the number of conversion magnet middle schools in the Winston-Salem/Forsyth County Schools is fixed (2) and based on the projected number of students, 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 EOC test scores in Reading Comprehension and Mathematics tests will be the primary data collection instruments for middle schools. The North Carolina EOG test includes assessments in reading comprehension and mathematics in grades 3 through 8. The EOG in reading and mathematics tests 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 student's performance on the tests 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 NC Mathematics tests range from 0.82 to .96 and standard error of measurement range of 2-5 for third grade, 2-6 for grades 4 through eight, and 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, only items that showed no bias due to gender or ethnicity/race were 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 Winston-Salem/Forsyth 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 1 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 Winston-Salem/Forsyth 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 Winston-Salem/Forsyth 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. Data are usually available for 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

To answer the evaluation questions stated above, the analysis will rely on individual student records obtained from Winston-Salem/Forsyth 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. The 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 Winston-Salem/Forsyth County Schools;
- 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 – in this case, a three level model: students, nested within 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 Winston-Salem/Forsyth 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).

**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).

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \epsilon_{0jk}$$

$k$  = 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;

$\epsilon_{ijk}$  = residual variance.

*Controlling for Shifts in Student Composition (covariates) Among Cohorts*

**Level-1: Students within Cohorts**

$$Y_{ijk} = \beta_{0jk} + \beta_{1jk} X^*_{ijk} + \epsilon_{ijk}$$

$X^*_{ijk}$  = 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**

$$\beta_{0jk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \epsilon_{0jk}$$

$$\beta_{1jk} = \sum_{k=1}^k \gamma_{10k} D_k$$

**Mixed Model:**

$$Y_{ijk} = \sum_{k=1}^k \gamma_{00k} D_k + \sum_{k=1}^k \gamma_{01k} D_k X_{1jk} + \sum_{k=1}^k \gamma_{10k} D_k X^*_{ijk} + \gamma_{02} X_{2jk} + \gamma_{03} X_{3jk} + \gamma_{04} X_{4jk} + \gamma_{05} X_{2jk} * W_k + \gamma_{06} X_{3jk} * W_k + \gamma_{07} X_{4jk} * W_k + \epsilon_{0jk} + \epsilon_{ijk}$$

$X^*_{ijk}$  = 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 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 proposal sections 3.1, 3.2, 3.3.

#### 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.

## References

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- Bloom, H. (2003). Using short interrupted time-series analysis to measure the impact of whole school reforms. *Evaluation Review*, 27(1), 3-49.
- Hoxby, C. M. & Rockoff, J.E. (2004). The impact of charter schools on student achievement. Retrieved July 25, 2006 from <http://www.economics.harvard.edu/faculty/hoxby/papers.html>.

C. BUDGET

MSAP Regrowth Evaluation 2007

Cost Items	2006		2007		2008		2009		2010		TOTAL	
	Days	% Effort	Days	% Effort	Days	% Effort	Days	% Effort	Days	% Effort	Days	% Effort
<b>Salaries</b>												
Director	10	4%	\$ 4,231	3%	\$ 3,486	8	3%	\$ 3,591	\$ 11,308			
R&E Specialist	46	18%	\$ 12,738	20%	\$ 14,832	55	21%	\$ 16,158	\$ 43,729			
R&E Sr. Associate	65	25%	\$ 14,723	26%	\$ 15,624	68	26%	\$ 16,093	\$ 46,440			
Data Analyst	30	12%	\$ 5,769	12%	\$ 6,338	32	12%	\$ 6,529	\$ 19,636			
R&E Associate	8	3%	\$ 1,477	4%	\$ 1,902	10	4%	\$ 1,939	\$ 5,318			
R&E Assistant	10	4%	\$ 1,442	4%	\$ 1,486	10	4%	\$ 1,530	\$ 4,458			
Other TRN		0%	\$ -	0%	\$ -		0%	\$ -	\$ -			
Program Support	5	2%	\$ 721	2%	\$ 743	6	2%	\$ 918	\$ 2,382			
Operational (Admin/IT Staff)	17.5	7%	\$ 3,466	7%	\$ 3,774	18.5	7%	\$ 3,972	\$ 11,212			
<b>Salary Subtotal:</b>	193	74%	\$ 44,568	78%	\$ 48,185	204	80%	\$ 50,749	\$ 124,866			
<b>Benefits (12.4%)</b>			\$ 14,440		\$ 15,901			\$ 16,767	\$ 47,088			
<b>Miscellaneous Staff</b>	75	\$15.00	\$ 1,125	Rate \$15.50	\$ 1,744	112.5	Rate \$16.00	\$ 1,800	\$ 4,669			
<b>Misc. Benefits (9%)</b>			\$ 101		\$ 137				\$ 238			
<b>Professional Services</b>	5	\$1,100	\$ 5,500	Rate \$1,100	\$ 5,500	5	Rate \$1,100	\$ 5,500	\$ 17,000			
Statistical consultant			\$ -		\$ -			\$ -	\$ -			
<b>Staff Travel</b>									\$ -			
Site/National (incl MSA fees)		Miles/Airfare	\$ 4,400	Miles/Airfare	\$ 4,400		Miles/Airfare	\$ 4,400	\$ 13,200			
<b>Program Specific Materials/Supplies</b>									\$ -			
Supplies									\$ -			
Books									\$ -			
Equipment (under \$3,000)			\$ 2,221		\$ 1,565			\$ 840	\$ 4,626			
Equipment (over \$3,000)									\$ -			
<b>Infrastructure (\$1,200 per FTE)</b>			\$ 10,662		\$ 11,271			\$ 11,500	\$ 33,433			
<b>Total Direct Costs</b>			\$ 83,017		\$ 88,723			\$ 90,500	\$ 262,460			
<b>Total F &amp; A Costs (23%)*</b>			\$ 19,094		\$ 20,406			\$ 20,800	\$ 59,300			
*23% unless officially capped												
<b>Grand Total</b>			\$ 102,111		\$ 109,129			\$ 111,300	\$ 321,760			

April 20, 2007

**U.S. Department of Education, OII  
Parental Options and Information  
400 Maryland Ave., S.W.  
Rm. 3E122 FB-6  
Washington DC 20202-6140**

**RE: Magnet School Assistance Grant**

**Dear Magnet School Assistance Selection Committee:**

The Atkins Academic and Technology High School would like to lend its support to the Magnet Application submitted by Hanes Middle School. Atkins has a strong and thriving Pre-engineering program focused on Project Lead the Way. In our brochure to the public we state that successful students in the School of Pre-Engineering have strong backgrounds in math, excellent problem-solving skills, and enjoy hands on or project-based learning. Obviously many students come to Atkins without these desired skills or knowledge set. We strongly feel that a middle school that incorporates the Project Lead the way tenets for Pre-engineering could aid us greatly and prevent us from having to do time consuming remediation with many students.

As the book the World is Flat points out the need for U.S. students to improve in science related fields is huge. The United States has traditionally relied on importing a lot of its science and math talent from around the world to further his destiny but with overseas universities improving and attracting their own home grown talent it is becoming an imperative for us to attract and train our local talent. Forming middle schools like Hanes is important to accomplishing this task. Additionally project lead the way offers the type of curriculum we need in order to help students actively engage the subject matter. Preaching and teaching is fast becoming irrelevant in a world that requires a skill set where students engage and problem solve rather then regurgitate.

Atkins whole heartedly recommends Hanes Middle School for a Magnet Grant in furthering the priorities that will help not only our high school fulfill its objective but also help further a nation wide objective in furthering science and math education.

Sincerely,

Robb Warfield

### ASSURANCES - NON-CONSTRUCTION PROGRAMS

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. 92-256), 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.

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE <i>Donald J. Martin, Jr.</i></p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Winston-Salem/Forsyth County Schools</p>	<p>* DATE SUBMITTED 04-20-07</p> <p>Completed on submission to Grants.gov</p>

ANNIE M. JENKINS

(b)(6)

TO WHOM IT MAY CONCERN:

I write enthusiastically in support of Reynolds High School's efforts to be designated an arts magnet school for the Winston-Salem/Forsyth County School system.

(b)(6)

My husband and I support the concept of an arts magnet school at Reynolds for the following reasons: First, we believe that the arts serve as great levelers in education. One does not have to be born to wealth or privilege to have a great voice, or a gift for acting, or talent with a paintbrush. (b)(6)

(b)(6)

(b)(6) Second, the opportunity for a teacher having a significant impact on a student is greater in the arts than in regular academic classrooms. The nature of teaching in the arts is necessarily "hands on" and personal. And we all know the impact of having a teacher really interact with a student, not just lecture from behind a desk and hand out tests. Third, the emotional experience of creating art is a profound experience that many people never experience because they do not see themselves as "artistic." What a loss this is to society! Having a school that affords all of its students the chance to understand their artistic side will bring long lasting benefits to all of us in this community. Fourth, we believe that

having the arts curriculum as a core at RJR will increase the retention of students. In working with the arts students at Reynolds while on PTA board, I met many young people who seemed to have little else in their life that was uplifting or joyous. We are convinced that involvement in the arts kept these kids in school, and the teachers in the arts department served as surrogate parents and mentors for them.

Quite frankly, I could go on and on about the need for an emphasis on the arts in ALL of our schools. Not only is it natural for "the city of the arts" to have this emphasis in its schools, but it also speaks volumes about our community values. I can envision the impact this choice in schools might have on people considering a move to our city.

Finally, to state the obvious, RJR already has magnificent performance space, and plans for classroom, studio, and rehearsal space are in the works for the near future. Reynolds Auditorium, where community audiences were amused by Will Rogers, amazed by the Ziegfeld Follies, and awed by the Manhattan Opera Theater, offers a heady opportunity for young performers and technicians; and the new arts building, sited nearby, will be another gem in the crown of the school.

Can you tell I am excited? Go Reynolds!

Yours truly,



Annic M. Jenkins

18<sup>th</sup> Anniversary  
 2007 National Black Theatre Festival

July 30 - August 4

*the International Brotherhood of Theatre & Creators of Asheville*

Larry Leon Hamlin  
 Producer & Artistic Director

March 22, 2007

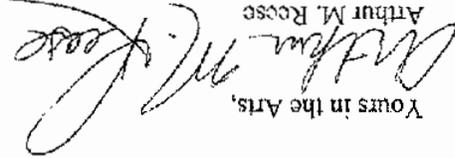
Prof. Arthur M. Reese  
 Technical Coordinator  
 National Black Theatre Festival

Dr. Art Paschal  
 R.J. Reynolds High School  
 301 N. Hawthorne Rd.  
 Winston-Salem, N.C. 27104

I am writing this letter in support of the new educational initiative, creation of the R.J.R Magnet School for the Visual and Performing Arts. As both an educator and a theatre professional it is my pleasure to recommend and support RJR for this distinction. During my 18 year tenure as technical coordinator for the National Black Theatre Festival, Reynolds High School has always been a primary source of highly trained young people who help execute the massive technical requirements of the festival.

I have worked with the performing arts faculty and staff from R. J. Reynolds High School on many occasions and I am sure that they are more than up to the challenge of building a performing arts program of national stature. This program will benefit students throughout Winston-Salem and prepare young people for professional careers in every aspect of the arts. R.J. Reynolds has an excellent reputation in its community in particular and the city at large and I have no doubt that this fine institution would be supported in this very important venture. The National Black Theatre Festival is behind RJR and can be counted on to provide what ever assistance may be needed.

Yours in the Arts,  
 Arthur M. Reese



- Dr. Maye Anglin 1989
- The Late Cassie Davis 1991
- Ruby Doss 1991
- Harry Belafonte 1993
- Sidney Poitier 1993
- Della Reese 1995
- Billy Dee Williams 1995
- Debra Allen 1997
- Leslie Tiggans 1999
- Andie Dushetas 2001
- Larrie Winston 2001
- Melody-Jamell Warner 2003
- Nedee Moore 2003
- Inez Harner 2005
- Joseph Marcell 2005
- John Amos
- Jeffrey Anderson-Gunter
- James Avery
- Margaret Avery
- Bill Ayler
- Amiri Baraka
- Furson Baulte
- Furson Baulte
- Vanessa Bell-Calloway
- Ed Bernard
- Tawana Blaque
- Charles Burnett
- Avery Brooks
- Ed Butler
- Nicholas Carroll
- Ralph Carter
- Anthony Chisholm
- Bill Cobbs
- Kathie Davis
- Carmen de Lavallade
- Ja'Net Dubois
- Bill Duke
- Charles Dutton
- Art Evans
- Kim Fields
- Al Freeman, Jr
- Morgan Freeman
- Arthur French
- Maria Gibbs
- P. J. Gibson
- Danny Glover
- Black Grant
- Dick Gregory
- Fam Gray

- Tommy Hicks
- Maudie Hines
- Geethy Holder
- Lawrence Holder
- Demetrius Holliday
- Auna Marie Horsford
- Lawrence-Hilton Jacobs
- Whitbert L. Jenkins
- Ebony Jo-Aim
- Lewis Johnson
- Herman LeVern Jones
- Ellie Joyon
- F. Kevin's Crystal Keymah
- Woodie King, Jr.
- Volunda King
- Ted Lange
- RaeVon Larrymore Kelly
- Dawn Lewis
- Marcelis Lowery
- Stephanie Mills
- Bethuna Adomigbeny
- Kwame Nelson
- Shirley Perry
- Emilia Pitt
- CCII Ponder
- Jean Pringle
- Sandra Reeves-Phillips
- Volan Reed
- Arthur M. Reese
- Trevor Rhone
- Lloyd Richards
- Phillip Rose
- Nicholas Roudree
- Nicholas Roudree
- Ashon Springer
- Sylvia Sprykie-Fleming
- Tom Stovall
- Count Stovall
- Barbara Ann Toot
- Georland Lee Thompson
- Clayton Turner
- Clayton Turner
- Tommy Van Soest
- Dezond Washington
- Karen Whitfield
- Lithias White
- Lynn Whitfield
- Hai Williams
- Dick Anthony Williams
- Carol Woods

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 llhamlin@betheatre.org



Winston-Salem/Forsyth County Schools  
P.O. Box 2513  
Winston-Salem, NC 27102-2513  
(336) 727-2006 Fax (336) 727-2008  
website: wsfcs.k12.nc.us

Board of Education  
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Elisabeth Motsinger  
Marilyn A. Parker  
Jill A. Tackbery  
Donald L. Martin, Jr.  
Superintendent

March 30, 2007

To Whom It May Concern:

I am writing to give my strong support to the establishment of a magnet program for the visual and performing arts at R.J. Reynolds High School. As Program Manager for Music Education in our school system, I can state that Reynolds has a long history of strong band, orchestra and chorus programs. These departments are traditionally large in number, and work in conjunction with the theatre and visual arts departments to stage high quality productions throughout the school year. Visit the "Arts" section of the R.J. Reynolds High School website to see a sampling of the many performance opportunities of which students enrolled in the various arts programs can avail themselves.

Instituting a visual and performing arts magnet program at the high school level would be a logical next step for our school system. Such a program would provide an opportunity for the continuation of services to those students who have attended our school system's elementary visual and performing arts magnet school, as well as for those students who have embraced the arts at the middle school level, and, quite possibly, provide a niche for those students who strive to succeed, but for whom academics alone are a struggle.

With its topnotch faculty in the arts, central location within the school district, and newly renovated professional auditorium, I wholeheartedly endorse a magnet program for the visual and performing arts at R.J. Reynolds High School.

Sincerely,

*Brad Oliver*

Brad Oliver  
Program Manager K-12 Music Education  
Winston-Salem/Forsyth County Schools

An Equal Opportunity/Affirmative Action Employer

## 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 Guarantee 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	
Winston-Salem/Forsyth County Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Donald"/> Middle Name: <input type="text" value="L"/>
* Last Name: <input type="text" value="Martin"/> Suffix: <input type="text"/>	* Title: <input type="text" value="Superintendent"/>
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

*Donald J. Martin, Jr.*

04-20-07

Barbara H. Zwady, EdD.  
Assistant Superintendent,  
Instructional Services  
1605 Miller St.  
Winston-Salem, NC 27103

Philo Middle School  
410 Haverhill St  
Winston-Salem, NC 27127

Attn: Dr. Valarie Williams, Principal

Re: Philo Magnet Global Technology and Chinese Language Immersion  
Magnet Program

To Whom It May Concern:

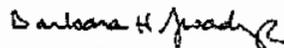
I am pleased to offer my support for Philo Middle School as it plans to implement a global technology and Chinese language immersion program. Certainly, the faculty and staff at Philo are fully capable of successfully carrying out this initiative under the leadership of Dr. Williams and her Leadership Team. Much planning and thought have gone into the application as is expected and required and support from staff, students, and community is in place.

Skills for the 21<sup>st</sup> century demand that our students possess honed technological skills and the demand for foreign language only continues to increase. With the strength of the foreign language program of this district coupled with the College Board partnership providing a Chinese exchange teacher, our youngsters at Philo will be provided with the highest quality instruction in Mandarin Chinese. Language coupled with technology promises student engagement and futuristic problem solving. Imagine the possibilities that will be open to these young people!

Again, Instructional Services fully endorses the Magnet Grant Application and the strands so important for our children's success in a globally competitive world.

Please feel free to contact me if you have any questions.

Sincerely,

  
Barbara H. Zwadyk



March 30, 2007

Dr. Art Paschal, Principal  
R. J. Reynolds High School  
301 N. Hawthorne Rd.  
Winston-Salem, N.C. 27104

Dear Art,

It is with pleasure that I offer my enthusiastic support of R. J. Reynolds High School's plan to become an arts magnet high school through the reception of grant monies. As you know, R. J. Reynolds has a long time history of involvement in the arts. The newly refurbished auditorium, originally built in 1924, is a historic Winston-Salem landmark, and is on the National Registry of Historic Places. It seats 1900 and is presently used eighty-five days a year for student performances as well as for community performing arts events.

The present arts faculty has a cumulative ninety-three years of arts instruction at Reynolds High School. Three instructors have been arts educators for twenty or more years. Courses are presently offered in orchestra, jazz band, drama, chorus, and visual arts. Students at Reynolds regularly win awards at performing and visual arts competitions. A new performing arts building is now under construction through community bond money and will greatly add to rehearsal and instructional spaces.

Infusing the entire school's curriculum with an arts emphasis will allow the grant monies to benefit the entire student body. It will broaden the course offerings for all students and will increase exposure to the arts beyond those students already interested in and involved in the arts. It will tap into learning styles not presently given emphasis in non-arts courses.

Clearly the funds will also allow greater course offerings to be made available to those students choosing to focus on artistic pursuits. Broader course offerings in the arts as well as more in-depth courses focusing more narrowly on a particular aspect of performing or visual arts will be made available through this grant.

Winston-Salem is known as the City of the Arts. It seems only fitting that one of its public high schools should offer a focus on the performing and visual arts by becoming a magnet school for the arts. R. J. Reynolds is the appropriate high school for that focus. Its facilities, faculty, and longstanding history of excellence in the performing and visual arts make it the perfect choice!

Sincerely,

A handwritten signature in dark ink, appearing to read "Don Flow", written in a cursive style.

Mr. Donald E. Flow  
President, Flow Automotive Companies  
Alumnus, R. J. Reynolds High School  
2005-2006 PTSA President, R.J. Reynolds



KILPATRICK  
STOCKTON LLP

Attorneys at Law

1001 West Fourth St.  
Winston-Salem NC 27101-2400  
t 336 607 7300 f 336 607 7500  
www.KilpatrickStockton.com

Richard J. Keshian  
direct dial 336 607 7322  
direct fax 336 734 2645  
RKeshian@KilpatrickStockton.com

March 29, 2007

Re: Magnet School for the Visual and Performing Arts

To Whom It May Concern:

I am writing in support of R.J. Reynolds High School's proposal for federal funds as a magnet school for the Visual and Performing Arts. As you are probably aware, Reynolds already has strong curriculum and studio opportunities in place. This magnet grant will enable the School to strengthen its course offerings to students who are preparing for careers or strong participation in the arts.

Reynolds High School is a unique school because of its racial and ethnic diversity. Its designation as a magnet school for the Visual and Performing Arts would enhance the ability of all students at the school to get the most well-rounded and broadest educational experience possible.

I encourage and wholeheartedly endorse the federal funding of Reynolds High School as a magnet school for the Visual and Performing Arts, and look forward to seeing the way that this initiative will impact the school and the community.

Very truly yours,

Richard J. Keshian

RJK:chp

March 30, 2007

To Whom It May Concern:

Because it has unique qualifications, this letter is to support the application of R. J. Reynolds High School as a magnet for the arts.

First, Reynolds has superb administrative leadership that understands and is committed to the project. The principal and his assistants will provide the essential and invaluable support including outreach into the community that is required for the successful transformation that will ensue.

Second, the existing arts staff is strong and the members have worked together for many years to build an exemplary arts program. In addition, they continue to strive individually and collectively to enhance the entire school program, taking every opportunity to integrate the arts curriculum with the academic program.

Third, the exemplary existing academic staff is enthusiastic about becoming an arts magnet high school. Those teachers embrace the concept and look forward to the arts-integration training they will receive.

Fourth, the Reynolds community and the community at large are excited about the prospect of Reynolds becoming a center for arts education. Parents have a long history of supporting the school's arts programs and they are thrilled at the prospect of enhanced emphasis on the arts. Winston-Salem has an exemplary reputation as the "City of the Arts," and community leaders are poised to make the project successful in every way possible.

Last, Reynolds High School has excellent arts and academic credentials that are known throughout Forsyth and the state of North Carolina. In addition, it is centrally located in the county-wide school district. Its reputation and its location make R. J. Reynolds High School an unusually attractive magnet school site.

Sincerely,



Jane M. Pfefferkorn, Ph.D.  
Program Manager for Arts Education (b)(6)  
Winston-Salem/Forsyth County Schools



William G. Pfefferkorn  
Lifelong Resident of Winston-Salem  
Graduate of Reynolds High School

J. Er Ralston

(b)(6)

March 25, 2007

R.J. Reynolds High School  
301 N. Hawthorne Road  
Winston-Salem, NC 27104

Attn: Dr. Art Paschal, Principal

**RE: Reynolds High School Arts Magnet Proposal**

To Whom It May Concern:

I am writing to offer my strong endorsement of R.J. Reynolds High School's proposal to create an Arts Magnet Program at the school.

I had the pleasure of observing the ability of the school's current faculty and staff to provide high quality arts education (b)(6)

(b)(6)

extracurricular arts activities including band classes, marching band, jazz band, symphonic band, orchestra, chorus concerts, plays, and talent shows. The faculty and staff provided the instruction, encouragement, and support to make these activities both fun and educational, while encouraging students to stretch their abilities to perform. With the establishment of the Arts Magnet program, more students can be exposed to these learning opportunities.

Another tremendous strength of R.J. Reynolds High School is the outstanding performing arts facility they have with Reynolds Auditorium. This creates the perfect setting for the students of an Arts Magnet program to perform, thus enhancing their ability to build arts skills and share these skills with the community at large.

I also recognize the importance of adequate resources to support this program. I am hopeful that through grants and other funding, the Arts Magnet program can obtain the resources necessary to provide a truly top notch program.

I am excited and supportive of this program. I look forward to seeing it come to fruition in the coming months and years.

Sincerely,



J. Er Ralston

# SloanAcademics

*Every child's success is different.*

April 12, 2007

Dr. Donald L. Martin, Jr.  
Winston-Salem/Forsyth County Schools  
1605 Miller Street  
Winston-Salem, NC 27103

Dear Dr. Martin:

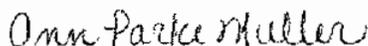
I write this letter in support of the new academic endeavor for Hanes Middle School becoming a Magnet School of Mathematics, Science, and Pre-Engineering.

The strong emphasis on the math and science core areas will provide a firm foundation for students wishing to pursue technical careers. Also, the pre-engineering curriculum will help to reinforce the connections between math and science while introducing students to the exciting career opportunities available.

Part of Sloan Academics' mission is to assist students in achieving their academic goals by providing tutoring and assistance. It is our vision that students will take the successes they achieve in the classroom and apply them to their own lives so that they can be just as successful outside of the classroom. I recognize the potential that the proposed magnet program for Hanes holds and fully support its implementation.

I look forward to continuing to work with you and your staff as we pursue our shared goal of a better Winston-Salem/Forsyth County. Please let us know if you need any further assistance.

Sincerely,



Ann Parke Muller

Sloan Academics,  
Reading Specialist

**SUMMIT SCHOOL**

2100 Reynolda Road  
Winston-Salem, NC 27106  
(336) 732-2777

Dr. Art Paschal, Principal  
R.J. Reynolds High School  
301 N. Hawthorne Road  
Winston-Salem, NC 27104

March 28, 2007

Dear Dr. Paschal:

How wonderful to read and hear that Reynolds High School may become a magnet school for the visual and performing arts! As a Reynolds alumna, a parent of Reynolds graduates, and a teacher of drama and dance at Summit School, I am writing to support wholeheartedly the application of Reynolds High School to the federal magnet school assistance program.

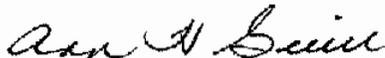
In keeping with Reynolds' long and rich history of supporting and showcasing the artistic talents of its students, the plans for the magnet arts program are most impressive in building on this experience and in covering the entire spectrum of students.

Reynolds is uniquely suited for an arts magnet in many ways, including the unmatched performance facilities of the Reynolds Auditorium. The recent, community-supported renovation of the auditorium makes Reynolds a natural and ideal site for the performing arts programs. Knowing the Reynolds faculty, parents and alumni supporters as I do, I have no doubt that the visual arts component of the magnet program will enjoy first class support and facilities as well.

As you are aware, the success of the magnet school will depend on the quality and dedication of the faculty and their commitment to integrating arts education with other disciplines, including sciences, math, language, athletics and sports. One reason I find the magnet prospect so exciting for Reynolds students is my belief, and experience, that opportunities to participate actively in the arts should be structured and scheduled as integral to, rather than as conflicting with, other academic and athletic disciplines. Every student should experience the building of self confidence and sense of overall success that more often than not accompany a well taught arts program. This is the great opportunity and challenge of an arts magnet, and I am confident that the Reynolds faculty, with your leadership and vision, are well up to the task.

The time for an arts magnet at the high school level has certainly arrived in that there are developing within our community film production, television, theatre, music, dance, advertising and other resources that will depend for their growth upon a population of well trained artists, and will offer Reynolds students exposure to arts internships and summer opportunities early in their education. In this community of people who are deeply involved and committed to supporting the visual and performing arts, and in the broader community as well, I have heard nothing but highly positive and hopeful comments regarding the prospect of Reynolds as an arts magnet school. I am one of many who would like to support of the magnet application process in an active way. Please let me know if there is any assistance I can offer or help to procure. Best wishes in this endeavor and many thanks for undertaking it.

Sincerely yours,



Ann Holton Guill  
Drama Specialist



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Urban League**

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Philo Middle School  
410 Haverhill St  
Winston-Salem, NC 27127

Attention: Dr. Valarie Williams, Principal

Re: Philo Magnet Global Technology and Chinese Language Immersion  
Magnet Program

To Whom It May Concern:

The Winston-Salem Urban League enthusiastically endorses the Winston-Salem Forsyth County School system's Magnet grant application. The availability of a computer literate and technology savvy workforce is critical in attracting new companies to our area and keeping existing ones. It is imperative that our K-12 school system continues its forward progress in providing innovative educational programs.

Philo Middle School is currently being redesigned to better help the needs of the community's growing technological and knowledge based economy. The Chinese language immersion program will give our young minds a competitive edge not usually found at this level in the workforce, enabling them to reach higher goals than previously imagined. It is critical that this proposed magnet school have the resources necessary to not only provide state of the art technology equipment, but also a relevant curriculum and well-trained teachers.

We are pleased to have partnered with the WSFCS on a number of important projects and consider ourselves a partner in this magnet school endeavor and are confident about its implementation.

Please feel free to contact me if you have any questions.

Sincerely

Keith Grandberry  
President/CEO

An Affiliate of the National Urban League



United Way of Forsyth County



Wake Forest University Baptist  
MEDICAL CENTER

March 28, 2007

Philo Middle School  
410 Haverhill St.  
Winston-Salem, NC 27127

Attn: Dr. Valarie Williams, Principal

Re: Philo Magnet Global Technology and Chinese Language Immersion  
Magnet Program

To Whom It May Concern:

On behalf of Wake Forest University Baptist Medical Center, thank you for allowing me to offer our whole-hearted support to Philo Middle school's plan to implement a Global Technology and Chinese Language Immersion Program.

Philo Middle School is currently being redesigned to better help the needs of the community's growing technological and knowledge based economy. The Chinese language immersion program will give our young minds a competitive edge not usually found at this level in the workforce, enabling them to reach higher goals than previously imagined. It is critical that this proposed magnet school have the resources necessary to not only provide state of the art technology equipment, but also a relevant curriculum and well-trained teachers. Many of our families at the Medical Center are well aware of the strength of this program and are excited that our business partnership with Philo enables us to be involved early in the development of this program. I am quite confident many of our employees will assist in numerous volunteering capacities as the program grows. Our relationship through our business partnership has expanded over a decade with Philo, we support their goals established within this program.

We are pleased to have partnered with the WSFCS on a number of important projects and consider ourselves a partner in this magnet school endeavor and are confident about its implementation.

Please feel free to contact me if you have any questions at [dlambeth@wfubmc.edu](mailto:dlambeth@wfubmc.edu) or telephone (336) 716-3003.

Sincerely,

A handwritten signature in black ink that reads "Donny C. Lambeth".

Donny C. Lambeth  
Senior Vice President/COO

DCL/gt

*North Carolina Baptist Hospital*

Medical Center Boulevard • Winston-Salem, North Carolina 27157

Philo Middle School  
410 Haverhill St  
Winston-Salem, NC 27127

Attn: Dr. Valarie Williams, Principal

Re: Philo Magnet Global Technology and Chinese Language Immersion  
Magnet Program

To Whom It May Concern:

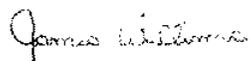
It is truly a delight to provide Philo Middle School with my full support for their plans to employ a global technology and Chinese language immersion program.

I believe that this is an excellent plan for Philo Middle School and that it will impact not only the school, but the community in a major way. I feel confident that the administrators, teachers, students, and parents will share a common vision that all of the students involved in this program can achieve at a higher level.

Zaxby's Restaurant of Clemmons, NC supports this program completely and is prepared to assist Philo Middle School in any way we can.

Please feel free to contact me if you have any questions.

Sincerely



## Schools of Choice: Elementary Schools

School	Theme	Middle Schools	High Schools
<b>ZONE 1: Minorities / Caucasian Ratio: 39 / 41 2004 Zone Enrollment: 3,242</b>			
Diggs	Visual and Performing Arts	Hill (Southeast)	Parkland
Forest Park	Mathematics and Science	Hill (Southeast)	Glenn
Hall-Woodward	Communications	Hill (Southeast)	Glenn
Sedge Garden	Mathematics and Science	Southeast (Hill)	East Forsyth, Glenn
Union Cross	Traditional Academy	Southeast (Hill)	Glenn
<b>ZONE 2: Minorities / Caucasian Ratio: 41 / 59 2004 Zone Enrollment: 2,799</b>			
Cash	Enrichment, Multiple Intelligences	Kernersville (Atkins)	East Forsyth
Kernersville	A Total Learning Community	Kernersville (Atkins)	East Forsyth
Petree	Core Knowledge and Integrated Arts	Atkins (Kernersville)	East Forsyth, West Forsyth
Piney Grove	Science and Communication	Kernersville (Atkins)	East Forsyth
<b>ZONE 3: Minorities / Caucasian Ratio: 68 / 31 2004 Zone Enrollment: 2,655</b>			
Ashley	International Baccalaureate: Primary Years	Atkins (Kernersville)	Carver, East Forsyth, West Forsyth
Ibrahim	Aeronautics Academy	Mineral Springs, Walkertown	Carver
Middle Fork	School of Discovery	Walkertown, Mineral Springs	Carver
Mineral Springs	Arts, Science, Community School	Mineral Springs (Walkertown)	Carver
Walkertown	Curriculum, Character, Career, Community	Walkertown (Mineral Springs)	Carver
<b>ZONE 4: Minorities / Caucasian Ratio: 67 / 33 2004 Zone Enrollment: 2,963</b>			
Gibson	Writing and Publishing	Northwest, Hanes	North Forsyth
North Hills	Traditional Academy	Hanes (Northwest)	North Forsyth, Mount Tabor, Reynolds
Old Richmond	Environmental Science, Success for All	Northwest (Hanes)	North Forsyth
Old Town	Global Academy	Hanes, Northwest	North Forsyth
Rural Hall	Communications, Distance Learning	Hanes, Northwest	North Forsyth
<b>ZONE 5: Minorities / Caucasian Ratio: 37 / 63 2004 Zone Enrollment: 2,414</b>			
Jefferson	Discovering Math and Science	Jefferson (Paisley, Wiley)	Mount Tabor
Kimberly Park	Math and Science	Paisley (Jefferson, Wiley)	Mount Tabor, Reynolds
Sherwood Forest	Science and Visual Arts	Jefferson (Paisley, Wiley)	Mount Tabor
Speas	Civic Participation/Multimedia Learning	Paisley (Jefferson, Wiley)	Mount Tabor
Vienna	Communications	Jefferson (Paisley, Wiley)	Mount Tabor, North Forsyth
<b>ZONE 6: Minorities / Caucasian Ratio: 48 / 52 2004 Zone Enrollment: 2,283</b>			
Brunson	Communications and World Cultures	Wiley (Jefferson, Paisley)	Parkland, Reynolds
Cook	Where Literacy Abounds	Paisley (Jefferson, Wiley), Atkins (Kernersville)	Mount Tabor, Reynolds, West Forsyth
Meadowlark	Exploring Science and Math	Meadowlark (Clemmons, Philo)	Reynolds, West Forsyth
South Fork	Essential Skills for the Future	Wiley (Jefferson, Paisley)	Reynolds
Whitaker	Where Excellence Starts	Wiley (Jefferson, Paisley)	Mount Tabor, Reynolds
<b>ZONE 7: Minorities / Caucasian Ratio: 50 / 50 2004 Zone Enrollment: 2,839</b>			
Bolton	Exploration	Wiley (Jefferson, Paisley)	Parkland, Reynolds
Latham	Global Education	Philo (Clemmons, Meadowlark)	Parkland, Reynolds
Lewisville	Science	Meadowlark (Clemmons, Philo)	West Forsyth
Moore	Multiple Intelligences	Wiley (Jefferson, Paisley)	Reynolds
Southwest	Community, Character, Communications	Meadowlark (Clemmons, Philo)	Reynolds, West Forsyth
<b>ZONE 8: Minorities / Caucasian Ratio: 57 / 43 2004 Zone Enrollment: 3,264</b>			
Clemmons	Global Communications	Clemmons (Meadowlark, Philo)	West Forsyth
Easton	Academic Acceleration/Enrichment	Philo (Clemmons, Meadowlark)	Parkland
Griffith	Mathematics and Science	Clemmons (Meadowlark, Philo)	Parkland
Kumauak	Professional Development	Philo (Clemmons, Meadowlark)	Parkland
Ward	Adventures in Learning	Clemmons (Meadowlark, Philo)	Parkland, West Forsyth
<b>Total (all elementary schools) Minorities / Caucasian Ratio: 54 / 46 2004 Enrollment: 22,832</b>			

## Schools of Choice: Middle Schools

School	Theme	Elementary Schools	High Schools
<b>EAST ZONE</b> Minorities / Caucasian Ratio: 50 / 50 2004 Zone Enrollment: 1,550			
Atkins	Academic Academy	Ashley, Cook*, Petree	East Forsyth, West Forsyth
Kernersville	Project Genesis	Cash, Kernersville, Piney Grove	East Forsyth
<b>MIDWEST ZONE</b> Minorities / Caucasian Ratio: 48 / 52 2004 Zone Enrollment: 2,491			
Jefferson	An Academic Village	Jefferson, Sherwood Forest, Vienna	Mount Tabor, North Forsyth
Paisley	International Baccalaureate: Middle Years	Cook*, Kimberley Park, Speas	Mount Tabor, Reynolds
Wiley	Where Learning is for Life	Bolton, Brunson, Moore, South Fork, Whitaker	Parkland, Reynolds, West Forsyth
<b>NORTHEAST ZONE</b> Minorities / Caucasian Ratio: 63 / 37 2004 Zone Enrollment: 1,114			
Mineral Springs	A+ Academy	Ibrahim*, Mineral Springs, Middle Fork*	Carver
Walkertown	Career Academy	Ibrahim*, Walkertown, Middle Fork*	Carver
<b>NORTHWEST ZONE</b> Minorities / Caucasian Ratio: 54 / 46 2004 Zone Enrollment: 1,614			
Hanes	Academic Academy	Gibson*, North Hills, Old Town*, Rural Hall*	North Forsyth, Mount Tabor, Reynolds
Northwest	ACE Network	Gibson*, Old Richmond, Old Town*, Rural Hall*	North Forsyth
<b>SOUTHEAST ZONE</b> Minorities / Caucasian Ratio: 56 / 44 2004 Zone Enrollment: 1,549			
Hill	Visual and Performing Arts/Technology	Diggs, Forest Park, Hall-Woodward	Glenn, Parkland
Southeast	A Future Focus School	Sedge Garden, Union Cross	East Forsyth, Glenn
<b>SOUTHWEST ZONE</b> Minorities / Caucasian Ratio: 44 / 56 2004 Zone Enrollment: 2,738			
Clemmons	Preparatory Academy	Clemmons, Griffith, Ward	Parkland, West Forsyth
Meadowlark	Connecting for Excellence	Lewisville, Meadowlark, Southwest	Reynolds, West Forsyth
Philo	Discovery and Exploration	Easton, Konnoak, Latham	Parkland, Reynolds
<b>Total (all middle schools)</b> Minorities / Caucasian Ratio: 49 / 51 2004 Enrollment: 11,426			

\* Hanes is also a choice for the Northeast zone. Mineral Springs Middle is also a choice for the Northwest zone.

\* Indicates part of a district.

## Residential Assignment: High Schools

School	Elementary Schools	Middle Schools
Carver	Ashley*, Ibrahim, Mineral Springs, Walkertown, Middle Fork	Mineral Springs, Walkertown
East Forsyth	Ashley*, Cash, Kernersville, Petree*, Piney Grove, Sedge Garden*	Atkins*, Kernersville, Southeast*
Glenn	Forest Park, Hall-Woodward, Sedge Garden*, Union Cross	Hill*, Southeast*
Mount Tabor	Cook*, Jefferson, Kimberley Park*, North Hills*, Sherwood Forest, Speas, Vienna*, Whitaker*	Hanes*, Jefferson*, Paisley*
North Forsyth	Gibson, Jefferson*, North Hills*, Old Richmond, Old Town, Rural Hall	Hanes*, Jefferson*, Northwest
Parkland	Bolton*, Diggs, Easton, Griffith, Konnoak, Latham*, Ward*	Clemmons*, Philo*, Wiley*
Reynolds	Bolton*, Brunson*, Cook*, Kimberley Park*, Latham*, Meadowlark*, Moore, North Hills*, South Fork*, Southwest*, Whitaker*	Hanes*, Meadowlark*, Paisley*, Philo*, Wiley*
West Forsyth	Ashley*, Clemmons, Cook*, Lewisville, Meadowlark*, Petree*, Southwest*, Ward*	Atkins*, Clemmons*, Meadowlark*, Wiley*
<b>Total (all high schools)</b> Minorities / Caucasian Ratio: 47 / 53 2004 Enrollment: 14,305		

\* Indicates part of a district.

### Notes:

**Minorities / Caucasian Ratio:** The first figure is the percentage of African-American, Hispanic, Asian, American Indian and multiracial students in the zone; the second figure is the percentage of white students in the zone.

2004 enrollments are actual enrollments on the twentieth day of the 2004-045 school year.

**Theme** indicates the special focus of each school.

In the **elementary chart**, middle schools in parentheses indicate the other schools in the same zone.

If two or three middle or high schools are listed without parentheses, part of the district is assigned to one and part to the other(s).

Totals include special schools.

## Desegregation Plan Information

### I. Introduction

The Winston-Salem/Forsyth County Schools (WS/FCS) is proud of its over thirty year history of operating a unitary and desegregated school system in a medium-sized and increasingly urban southern city/county. It operated under a court ordered desegregation plan from 1971 through 1981 and operated under a voluntary desegregation plan without federal funding for this purpose since that date. On January 10, 2000, the U. S. Office of Civil Rights (OCR) entered into a written Agreement with WS/FCS resolving all complaints regarding the adoption and implementation of a "Schools of Choice" Pupil Assignment Plan beginning in 1995. In that agreement, OCR agreed to provide technical assistance to WS/FCS with its application for a Magnet School Assistance Grant.

### II. Prior History of Desegregation Efforts

#### A. Pre-1971

In the time period between the landmark Supreme Court decisions in *Brown v. Board of Education*<sup>1</sup> and *Swann v. Charlotte/Mecklenburg Board of Education*<sup>2</sup>, the WS/FCS moved slowly in its efforts to dismantle the former segregated school system using a freedom of choice transfer policy and the alteration of some school district boundary lines. In 1957, the Winston-Salem City Board of Education started voluntarily a desegregation program at Reynolds High School. This move attracted national media attention, as it was one of the first schools in the south to provide integration of whites and blacks in the classroom. It was accomplished without great disorder.<sup>3</sup>

The Winston-Salem City School System and the Forsyth County School System were consolidated in 1963 by an Act of the North Carolina General Assembly. The number of children attending integrated schools increased steadily over the next several years. Specifically, the

number of black students attending predominantly white schools increased from 509 in 1965 to 2016 in 1969. In addition, approximately 200 white students attended predominantly black schools in 1969.<sup>4</sup>

Students were assigned to schools based on geographic attendance zones with freedom to transfer to other schools having openings. The Court in the *Catherine Scott Case* found that demographic changes outside the control of the WS/FCS had had a direct impact on the racial make-up of the district's schools. During this time period, four schools changed their racial make-up from predominantly white to predominantly black due to population changes in their attendance zones.<sup>5</sup> A number of public housing projects were developed in Winston-Salem during these years: including Happy Hill Gardens, Kimberley Park Terrace, Piedmont Park and Cleveland Avenue Homes. These projects were and remain predominantly black neighborhoods.

After the passage of the Civil Rights Act of 1964, the WS/FCS consistently adhered to guidelines set up by the Department of Health, Education and Welfare whose representatives visited the district and approved the district's desegregation plans and attendance zones.<sup>6</sup> In addition, the Court found in 1970 that there was no evidence to conclude that any student had been excluded from a WS/FC school because of race.

As of December 19, 1969, there were 50,455 students in the WS/FCS. Of that number, 36,521 (72.5%) were white and 13,879 (27.5%) were black. These students were served by 67 schools: 42 elementary (grades 1-6), 15 junior high (grades 7-9) and 10 senior high (grades 9-12). There were 9 all-black elementary schools, 1 all-black junior high school and 3 all-black senior high schools. There were 5 all-white elementary schools, 2 all-white junior high schools, and no all-white senior high schools. Forty-nine schools had some degree of integration.<sup>7</sup>

#### **B. The 1971 Pupil Assignment Plan**

In the aftermath of the Supreme Court decision in *Swann v. Charlotte/Mecklenburg Board of Education* on April 20, 1971, the WS/FCS along with many other southern school districts were ordered to develop a new pupil assignment plan to achieve the greatest possible degree of actual desegregation, taking into account the practicalities of the situation, including the use of bus transportation and split zoning. On July 26, 1971, the Federal Court ordered the WS/FCS to implement the "Revised Pupil Assignment Plan for the 1971-72 School Year" as submitted by the WS/FCS to the Court.

The 1971 Pupil Assignment Plan dramatically changed the grade structure and method of pupil assignment in the school district. Instead of having three grade levels - elementary, junior high and senior high - the district had five levels. Through the use of school pairings, clusters and satellite zones, along with bus transportation, students were assigned to schools in a manner that was designed to achieve the greatest degree of integration. The plan was commonly described as the 4-2-2-2-2 Plan. Students followed a general assignment and busing pattern as follows:

<b>Level</b>	<b>Grades</b>	<b>General School Locations</b>
Elementary	1-4	Suburban and rural predominantly white neighborhoods
Intermediate	5-6	Suburban and urban predominantly black neighborhoods
Junior High	7-8	Suburban and rural predominantly white neighborhoods
High School	9-10	Suburban and urban predominantly black neighborhoods
Senior High	11-12	Suburban and urban predominantly white neighborhoods

Based on the above pattern, black students generally were bussed out of their neighborhoods for elementary school, returned to their neighborhoods for intermediate school, bussed out again for junior high, returned closer to home for high school, and attended senior highs that were generally equidistant to all the students in the high school attendance areas. The changing of the use of the elementary schools in predominantly black neighborhoods and the disproportionate number of years (generally eight) that black students were bussed away from their neighborhoods

was a concern of the African-American community at the time of implementation of the 1971 Pupil Assignment Plan.

When the 1971 Pupil Assignment Plan was implemented there were two geographically self-contained and integrated elementary school attendance zones that served students in grades 1-6.<sup>8</sup> In addition, there was one alternative school, Moore Elementary, which served students from throughout the county in grades 1-6 based on a random selection procedure. Moore exists to this day as a district-wide magnet or alternative school. As the demographics of the district gradually changed, the number of elementary schools that were served by geographically self-contained integrated attendance zones without cross-bussing gradually increased. By the 1979-80 school year there were six additional elementary school attendance zones that were integrated without bussing.<sup>9</sup>

As a result of the 1971 Pupil Assignment Plan, all of the schools became racially integrated. The chart below is based on enrollment statistics as of October 15, 1971.<sup>10</sup>

Level	Level % Minority	Range of % Minority by School
Elementary/		
Intermediate	30%	20% to 41%
Junior High	28%	20% to 37%
High	27%	19% to 34%
Senior High	24%	19% to 30%

Based on a thorough analysis of the effects of the implementation of the Pupil Assignment Plan of 1971 in relationship to the factors enumerated by the Supreme Court in the case of *Green v. School Board of New Kent County*,<sup>11</sup> the Court found and concluded that the WS/FCS had achieved unitary status.<sup>12</sup>

Although there were a small number of changes made in school attendance lines due to the closing of a few old schools and the construction of a couple of new schools, the WS/FCS

continued to operate under the provisions of the 1971 Pupil Assignment Plan from 1971 through the 1983-84 school year. Over that period of time there was a decline in student enrollment within the district from approximately 46,500 students during the 1971-72 school year to about 39,200 students in the 1983-84 school year. The racial composition of the district increased from 29% black to 38% black. The racial composition of the schools became less balanced.

Level	Level % Minority	Range of % Minority by School
Elementary	39%	26% to 61%
Intermediate	40%	32% to 50%
Junior High	35%	26% to 51%
High	34%	20% to 48%
Senior High	34%	24% to 43%

There were a number of schools that were outside the original guideline of  $\pm 10\%$  from the mean % minority for the level, including seven at the elementary level, two at the junior high level and three at the high school level.<sup>13</sup>

The members of the Board of Education, the school staff, parents of students (both black and white), and the community grew increasingly dissatisfied with the 1971 Pupil Assignment Plan. Among the criticisms of the plan were:

- There was insufficient time at schools serving two grade levels to establish peer relationships among students, mentor relationships between faculty and students and working relationships between parents and the schools.
- The decline in student enrollment created an excess number of schools.
- Student achievement generally and among minority students particularly was poor.

The following chart shows the gap between minority (M) and white (W) student achievement on the California Achievement Test in 1983.

<u>Grade</u>	<u>Reading</u>		<u>Language</u>		<u>Math</u>		<u>Total Battery</u>	
	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>
3	56	78	65	83	54	76	56	81
6	47	73	58	83	56	79	53	81
9	37	71	40	71	42	68	40	71

The Federal District Court dismissed the *Catherine Scott Case* on September 15, 1981. After ten years of supervising the district's desegregation efforts, the Court concluded that was long enough and that it was time to return control to the local education officials. Over the next two years, plans were developed for a new and voluntary pupil assignment plan, which was implemented during the 1984-85 school year.

### C. The 1984-85 Pupil Assignment Plan

The 1984-85 Pupil Assignment Plan established a uniform three level grade structure - elementary (K-5), middle (6-8) and high (9-12). It maintained integration by the continued use of school pairings, clusters and satellite zones along with cross-bussing and by using as a planning guide for the development of the plan, a goal to produce racially balanced schools within  $\pm 5\%$  of the grade level racial ratio. In addition, eight schools were declared surplus due to the decline in enrollment and closed.<sup>14</sup> Two schools ceased their operation as regular schools and became optional or alternative schools.<sup>15</sup>

The students followed an assignment and bussing pattern that was similar to the movement of students under the 1971 Pupil Assignment Plan.

<u>Level</u>	<u>Grades</u>	<u>General School Locations</u>
Elementary	K-5	Suburban and rural predominantly white neighborhoods and a few suburban and urban integrated neighborhoods
Middle	6-8	Urban predominantly black neighborhoods and a few suburban and urban integrated neighborhoods

High School 9-12 Suburban and urban integrated or predominantly white neighborhoods.

As a result of the 1984-85 Pupil Assignment Plan, the schools continued to be racially integrated and balanced. The chart below is based on projected enrollment statistics for the 1994-95 school year as of October 6, 1983.

Level	Level % Minority	Range of % Minority by School
Elementary	38%	30% to 53%
Middle	34%	28% to 39%
High	33%	29% to 43%

Among the elementary schools only 5 were projected to be significantly outside the goal of  $\pm 5\%$  of the minority percentage for the grade level: Easton (51%), Forest Park (53%), Hall-Woodward (45%), Sedge Garden (31%) and Whitaker (30%). Each of these schools was to be served by a geographically self-contained integrated attendance area which would not require cross-bussing. Because these schools were considered "neighborhood schools" and supported by their respective communities, the Board of Education agreed to allow them to exceed the goal set for racial balance.

All of the middle and high schools, with one exception, were projected to be within or very close to the racial balance goal set by the Board of Education. Carver High School, a historically black high school, located in a predominantly black neighborhood was projected to be 43% black.

### **III. Current Status of Desegregation Efforts**

#### **A. Review of Demographic Changes in Schools**

The WS/FCS continued to operate under the provisions of the 1984-85 Pupil Assignment Plan, with a few minor changes, until 1995. However, student enrollment ceased the

decline that was evident during the previous ten years and increased to 41,055 by the 1994-95 school year. The percent minority continued to increase from 37% in 1984-85 to approximately 40% in 1994-95. The racial composition of the individual schools had changed as well. The chart below shows how the range of minority student enrollment by school had widened over ten years. These statistics are based on the 1994-95 school year. Figure 1, which appears on the next page, shows the gradual changes in the racial composition of the schools from the 1984-85 school year until the 1994-95 school year.

Level	Level % Minority	Range of % Minority by School
Elementary	40.6%	21% to 83%
Middle	40.4%	31% to 53%
High	38.5%	20% to 51%

There were eight elementary schools more than 10 percentage points above the district minority ratio for that level and nine schools more than 10 percentage points below the mean.

Schools >10% Above Mean		Schools >10% Below Mean	
Bolton	(68.9%)	Cash	(27.2%)
Brunson	(50.8%)	Clemmons	(22.6%)
Easton	(74.7%)	Jefferson	(27.7%)
Forest Park	(82.9%)	Old Richmd.	(22.5%)
Hall-Wood.	(56.1%)	Piney Grove	(21.1%)
Latham(59.8%)		Rural Hall	(29.7%)
Mineral Sp.	(54%)	Union Cross	(28.7%)
Old Town	(53.3%)	Vienna	(27.9%)
		Whitaker	(29.6%)

**FIGURE 1  
CHANGES IN RACIAL COMPOSITION OF SCHOOLS 1984 TO 1994**

Elementary Schools	1984-85	1988-89	1994-95	Middle Schools	1984-85	1988-89	1994-95
Bolton	42.51	46.74	68.9	Ashley	35.31	36.44	32.3
Brunson	38.80	45.38	50.8	Atkins	36.57	37.82	38.8
Cash	32.73	21.96	27.2	Cook	38.39	45.81	43.0
Clemmons	42.16	22.81	22.6	Hanes	37.25	33.28	31.1
Downtown	---	---	41.0	Hill	37.65	47.45	52.3
Easton	50.98	67.57	74.7	Kennedy	38.53	46.70	43.6
Forest Park	53.34	65.89	82.9	Lowrance	---	---	50.5
Griffith	31.35	30.23	42.9	Mineral Springs	30.02	33.14	40.5
Hall-Woodward	45.51	38.00	56.1	Northwest	31.45	38.75	34.8
Ibrahim	31.82	38.01	40.6	Paisley	30.96	40.93	43.4
Jefferson	40.28	38.25	27.7	Petree	---	---	82.2
Kernersville	38.79	32.08	32.1	Philo	28.34	36.60	42.8
Kimberly Park	---	35.69	39.3	Walkertown	38.79	34.42	37.0
Konnoak	40.18	38.53	49.5	Wiley	28.80	38.18	41.7
Latham	41.13	48.09	59.8	High Schools	1984-85	1988-89	1994-95
Lewisville	35.13	38.79	37.8	Carver	42.53	46.43	51.2
Mineral Springs	34.78	43.17	54.0	East	31.87	32.02	27.4
Moore	---	42.05	39.8	Glenn	39.44	44.82	47.1
Old Richmond	30.00	24.51	22.5	Independence	---	---	69.5
Old Town	43.68	46.16	53.3	Mt. Tabor	29.48	30.37	34.4
Piney Grove	---	---	21.1	North	30.93	35.70	40.7
Rural Hall	40.89	32.96	29.7	Parkland	33.14	36.32	48.2
Sedge Garden	30.59	24.51	32.8	Reynolds	32.13	34.71	41.9
Sherwood Forest	38.14	36.78	36.1	South Park	---	---	63.6
South Fork	37.42	43.01	47.7	West	28.79	23.50	20.3
Southwest	37.83	34.15	35.0				
Speas	35.78	37.13	48.7				
Union Cross	36.53	32.59	28.7				
Vienna	32.91	35.68	27.9				
Walkertown	35.40	33.04	33.3				
Whitaker	30.30	31.61	29.6				

The numbers above indicate the percentage of Minority students in attendance at each school during the years indicated.

At the middle school and high school levels there were only four schools more than 10 percentage points from the mean minority ratio for the level.

<b>Schools &gt;10% Above Mean</b>	<b>Schools &gt;10% Below Mean</b>
Hill Middle (52.3%)	East High (27.4%)
Carver High (51.2%)	West High (20.3%)

Considering that when the 1984-85 Pupil Assignment Plan was implemented there were only two elementary schools (Forest Park - 51% and Easton - 53%) more than 10 percentage points above the mean minority ratio in the district, the above enrollment statistics for the 1994-95 school year indicate that there had been significant demographic changes in residential patterns within the city and county.

#### **B. Demographic Changes in Forsyth County**

The County of Forsyth is rectangular in shape. The City of Winston-Salem is located almost in the center of the county. Historically, the black population has resided within the city and on its eastern side. However, there has been a gradual movement of black population to the suburbs from the inner city. Most of the black migration has been to the southern and northern portions of the city with less movement to the east and west. There also has been less movement of blacks out of the city and into the county.

The white population is concentrated on the western side of the city and county. There also has been a growth of population, both black and white, on the eastern side of the county in the center of the Piedmont Triad Metropolitan Area consisting of Greensboro, High Point and Winston-Salem. In relatively simple terms, the northern and southern portions of the city/county are more racially heterogeneous while the eastern and western portions of the city/county are more racially homogeneous.

In order to help the reader appreciate the extent of population migration within Forsyth County over a ten year period, we have prepared Figure 2, which compares the increase and decrease in black and white population of Forsyth County by census tract based on the 1980 and 1990 censuses.<sup>1</sup> The figure also indicates the school attendance area(s) that include most or all of each census tract. The attendance areas listed are those included in the Schools of Choice Pupil Assignment Plan that was implemented in phases with the 1995-96 school year.

There is a very high correlation between the changes in census tract data and the schools that are more than 10 percentage points above and below the district's mean percent of minority students at the elementary level. Bolton, Easton, Forest Park, and Hall-Woodward are all located in the path of black migration to the southern suburbs of the city. As the black population moved into these neighborhoods, whites tended to move out. Whereas Mineral Springs and Old Town evidence the black migration to the northern suburbs. Cash, Piney Grove and Union Cross serve areas on the eastern side of Forsyth in the middle of a tri-city growth area comprised of Greensboro, High Point and Winston-Salem. Clemmons, Jefferson, Old Richmond and Vienna are schools that serve predominantly white suburban and rural areas on the western side of the city and county.

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<sup>1</sup> WS/FCS intends to up-date this chart when the 2000 Census data is available.

**FIGURE 2**  
**CHANGES IN RACIAL COMPOSITION OF CENSUS TRACTS 1980 TO 1990**

Census Tract	School District(s)*	White Population		Percent Inc/Dec	Black Population		Percent Inc/Dec
		1980	1990		1980	1990	
CT1	Brunson	780	542	-30.51%	213	548	157.28%
CT2	Brunson	715	573	-19.86%	712	445	-37.50%
CT3.01	Cook	8	12	50.00%	1769	1901	7.46%
CT3.02	Cook/K.Pk	5	7	40.00%	1977	1788	-9.56%
CT4	Cook/K.Kk/Whitaker	70	51	-27.14%	4620	3860	-16.45%
CT5.01	Ashley	3	19	533.33%	2436	1789	-26.56%
CT5.02	Ashley	4	6	50.00%	1953	1290	-33.95%
CT6	Brunson/Cook	23	15	-34.78%	2689	2380	-11.49%
CT7	Brunson	13	55	323.08%	1863	1844	-1.02%
CT8.01	Diggs/F. Pk	27	91	237.04%	2145	1009	-52.96%
CT8.02	Forest Park	710	677	-4.65%	2309	1968	-14.77%
CT9	Latham	2936	2453	-16.45%	416	730	75.48%
CT10	Latham/Moore	3780	3100	-17.99%	578	866	49.83%
CT11	Brunson	2371	2009	-15.27%	312	432	38.46%
CT12	Brunson	1778	2003	12.65%	816	607	-25.61%
CT13	Whitaker	3984	3908	-1.91%	164	231	40.85%
CT14	Speas/Whitaker	1515	1252	-17.36%	2534	2350	-7.26%
CT15	Mineral Sprgs.	2604	2008	-22.89%	963	1435	49.01%
CT16.01	M.S./P. Ibrahim	273	278	1.83%	3671	3372	-8.14%
CT16.02	Ashley	53	49	-7.55%	4232	3543	-16.28%
CT17	Ashley/Walkertn	540	375	-30.56%	4788	4023	-15.98%
CT18	Forest Park	1882	1297	-31.08%	2606	2763	6.02%
CT19.01	Forest Park	1000	765	-23.50%	629	677	7.63%
CT19.02	F. Pk./Latham	2027	1641	-19.04%	140	179	27.86%
CT20.01	Easton/Konnoak	1607	1357	-15.56%	636	791	24.37%

Census Tract	School District(s)*	White Population		Percent Inc/Dec	Black Population		Percent Inc/Dec
		1980	1990		1980	1990	
CT20.02	Konnoak	2669	2399	-10.12%	88	381	332.95%
CT21	Bofton/Moore	2182	2075	-4.90%	109	136	24.77%
CT22	Moore	1629	1499	-7.98%	3	11	266.67%
CT23	Moore	1225	1029	-16.00%	29	29	0.00%
CT24	Moore	1434	1237	-13.74%	55	56	1.82%
CT25.01	Whitaker	2737	2629	-3.95%	0	1	ERR
CT25.02	Whitaker	3036	2844	-6.32%	23	11	-52.17%
CT26.01	Speas/Whitaker	2722	2521	-7.38%	39	22	-43.59%
CT26.03	Sherwd F./Speas	4922	5030	2.19%	191	437	128.80%
CT26.04	Old Town/Vienna	2817	2744	-2.59%	227	464	104.41%
CT27.01	Old Town	1832	2548	39.08%	1002	1697	69.36%
CT27.02	Old Town	1510	2075	37.42%	826	2172	162.95%
CT27.03	Old Town/O.Rich.	2248	2929	30.29%	1229	1223	-0.49%
CT28.01	Old Richmond	2691	3257	21.03%	273	251	-8.06%
CT28.04	Old Town	2316	2606	12.52%	235	428	82.13%
CT28.05	O. Rich./Rural H.	3383	3806	12.50%	312	453	45.19%
CT28.06	Old Tn./Rural H.	2245	2028	-9.67%	170	400	135.29%
CT28.07	Rural Hall	3989	4072	2.08%	304	551	81.25%
CT29.01	M.Sprgs./Rural H.	3566	3292	-7.68%	335	404	20.60%
CT29.02	Ibraham/Walkert n.	5062	5259	3.89%	432	695	60.88%
CT30.01	Cash	4062	4564	12.36%	216	247	14.35%
CT30.02	Walkertown	2586	1748	-32.41%	1094	1925	75.96%
CT31.01	Walkertown	3410	4051	18.80%	455	519	14.07%
CT31.03	Walk./Piney Gr.	1939	3046	57.09%	60	172	186.67%

Census Tract	School District(s)*	White Population		Percent Inc/Dec	Black Population		Percent Inc/Dec
		1980	1990		1980	1990	
CT31.04	Cash/Piney Grove	5467	6871	25.68%	171	206	20.47%
CT32	Cash	12	26	116.67%	0	2	ERR
CT32.01	Cash	2618	2977	13.71%	104	138	32.69%
CT32.02	Pin. Gr./S.Garden	2502	2604	4.08%	44	118	168.18%
CT33.03	Hal-Wd./S.Garden	3613	2411	-33.27%	615	1533	149.27%
CT33.05	S.Gard./Union Cr.	3967	4851	22.28%	67	253	277.61%
CT33.06	Union Cross	3609	3432	-4.90%	17	62	264.71%
CT33.07	Sedge Garden	1534	2143	39.70%	48	120	150.00%
CT33.08	Sedge Garden	2513	3271	30.16%	109	216	98.17%
CT34.01	Hall-Woodward	3291	2635	-19.93%	704	1934	174.72%
CT34.02	Union Cross	1809	2065	14.15%	81	138	70.37%
CT35	Easton/Union Cr.	2616	2964	13.30%	1509	1808	19.81%
CT36	Griffith/Konnoak	3418	3103	-9.22%	187	329	75.94%
CT37	Griffith	4304	4903	13.92%	165	904	447.88%
CT38.02	Bolton	4409	4811	9.12%	260	1016	290.77%
CT38.03	Griffith	2810	3518	25.20%	52	132	153.85%
CT38.04	Bolton/Griffith	2086	2326	11.51%	43	100	132.56%
CT39.03	South Fork	3383	3115	-7.92%	327	675	106.42%
CT39.04	South Fork	2333	2403	3.00%	124	160	29.03%
CT39.05	South Fork	2322	2681	15.46%	65	317	387.69%
CT39.06	Sherwood Forest	2925	3546	21.23%	30	48	60.00%
CT39.07	Sherwood Forest	3828	5104	33.33%	40	103	157.50%
CT40.04	Clemmons	3052	3104	1.70%	52	96	84.62%
CT40.05	Clemmons	2445	3151	28.88%	49	76	55.10%

Census Tract	School District(s)*	White Population		Percent Inc/Dec	Black Population		Percent Inc/Dec
		1980	1990		1980	1990	
CT40.06	Clemmons/Lewis	3477	4538	30.51%	90	181	101.11%
CT40.07	Clemmons/Lewis	3192	4164	30.45%	82	141	71.95%
CT40.08	Lewisville	2990	4523	51.27%	62	157	153.23%
CT40.98	Lewisville	2270	2673	17.75%	30	66	120.00%
CT41.01	Vienna	3905	4665	19.46%	153	273	78.43%
CT41.02	Vienna/O.Rich.	2050	2515	22.68%	105	204	94.29%
CT42.98	Clemmons	4	4	0.00%	0	0	

\* The schools listed above refer to the residential preference attendance area for each elementary school under the "Schools of Choice" Pupil Assignment Plan. Census tracts and attendance areas are not identical, we have listed those school RPAs which include all or part of each census tract.

**C. Development of Schools of Choice Pupil Assignment Plan**

Beginning in the early 1990's the Board of Education and Superintendent of the WS/FCS began the process of developing a new or revised pupil assignment plan for the district. The primary reasons for the development of a new plan were:

- To address the projected increase in student enrollment and demographic changes in the county which were causing some schools to be over crowded and out of racial balance;
- To reduce or eliminate cross-bussing to the extent practicable while maintaining diversity;
- To provide some elementary schools in black residential neighborhoods in an effort to increase black parental involvement in their children's education and in an effort to improve their academic performance; and
- To develop an assignment plan that would have a positive impact on student learning.

The process of development continued with the employment of a new superintendent, Dr. Donald L. Martin, in August, 1994 and the election of several new school board members in November, 1994. Under the leadership of Dr. Martin, the Board and staff began exploring the possibility of using magnet schools more extensively as means of integrating the schools on a voluntary basis. The district sent two staff members to the Magnet Schools Conference sponsored by the Southeast Regional Desegregation Center in January, 1995. At that conference, we learned a great deal about "schools of choice" plans and magnet schools which were shared with the superintendent and Board of Education. In a further effort to increase our knowledge of "schools of choice" pupil assignment plans, Mr. Gordon Foster, Executive Director of the S. E. Desegregation Center was invited to Winston-Salem by the WS/FCS. He made an excellent presentation to the Board of Education on the history of magnet schools and the trend toward the "schools of choice"

type of pupil assignment plan wherein every school in a geographic zone has a theme or magnet program to attract students. Following the meeting with Mr. Foster, two staff members visited the St. Lucie School District in Florida and brought back a wealth of information and a video-tape describing its "schools of choice" plan which was presented to the Board as well. Based on this careful and extensive study, the Board of Education decided to develop a "schools of choice" pupil assignment plan that is designed to integrate all schools in the district on a voluntary basis and to use choice as a means to make systemic change and improvements in the overall quality of education provided to the public school students in Forsyth County.

The Board of Education on March 28, 1995 decided to implement, beginning with the 1995-96 school year, a "Schools of Choice" Pupil Assignment Plan for Zone 1. At this point, the Plan is fully implemented.

#### **IV. Description of "Schools of Choice" Plan**

The "Schools of Choice" plan divides the county into eight elementary school zones and six middle school zones. The district's eight regular high schools each have its own attendance area.

Within each elementary school zone there are four or five elementary schools, see the attached Figure 3, "Schools of Choice - Elementary Schools," which lists the schools in each zone. Also attached is Exhibit 1, a map, which outlines the boundaries of the elementary zones, and shows the location of each school within each zone. Each school in each zone has its own theme. Parents may choose which school they want their child to attend within the zone. School enrollment as of the 10<sup>th</sup> day of the 2000-2001 school year is listed on Figure 4.

Within each middle school zone are two or three middle schools, see Figure 5, "Schools of Choice - Middle Schools," which lists the schools in each zone. Also attached is Exhibit 2, a map,

which outlines the boundaries of the middle school zones. Each school in the zones has its own themes. In general, each middle school has more than one theme so each may extend or continue the themes begun at the elementary schools within the zone. Our middle schools are organized internally in teams consisting of three or four teachers and their respective classes. In general, a team carries forward one of the elementary themes.<sup>16</sup>

There was very little change in the Pupil Assignment Plan at the high school level in 1995. The high schools and their feeder schools are listed on Figure 6. A map showing the high school boundary lines is also included, Exhibit 3. The Board of Education made relatively few changes in the high school boundary lines for the 1995-96 school year. The Board did adopt a new transfer policy for the high school level which permits students to transfer between schools so long as there is space and does not adversely affect the program offerings at either school.<sup>17</sup>

The Board of Education implemented Elementary School Zone 1 during the 1995-96 school year. The other elementary zones were phased in over a period five years. The middle school zones were phased over five years as several new buildings were constructed.

**MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES**

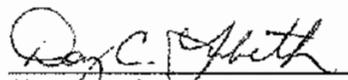
In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

- (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

4/10/07  
Date

**ANGELIA J. FRYER, Ed.D.**

(b)(6)

(W) 336-727-2870

(H) (b)(6)

afryer@wsfcs.k12.nc.us

**STRENGTHS:**

**A Professional Educator** who has continually demonstrated outstanding leadership ability throughout 19 years as an administrator and 11 years as a teacher. Inspires others at all levels to achieve success... Excellent team builder who promotes a positive and effective learning environment... Consistently meets or exceeds established objectives... Innovative and effective in administering new programs and ideas... Fosters outstanding community relations...

**ACCOMPLISHMENTS AS ASSISTANT SUPERINTENDENT:**

Successfully supervised 20 elementary schools and 18 secondary schools.  
Supervised schools consistently met or exceeded student proficiency goals  
Participated in planning and promoting a \$150 million school bond referendum  
Participated in the planning and design for a new school.  
Facilitated the development and opening of several magnet (special themes) schools.  
Implemented the reorganization of a school under Title I Improvement.  
Established and expanded partnerships with community agencies and universities.  
Served on several Boards of Directors including United Way and YMCA.  
Raised over \$200,000 as Chairperson of the United Negro College Fund Scholarship Campaign.  
Initiated and developed professional development seminars for aspiring administrators.

**ACCOMPLISHMENTS AS PRINCIPAL:**

Consistently raised academic achievement while maintaining a safe and student-centered climate with high expectations for success.  
Involved in planning, implementing, supervising, and evaluating comprehensive programs that included resource management, communications, instruction, and high student achievement.  
Consistently met or exceeded student proficiency goals.  
Facilitated an extensive technology program including a state of the art computer lab with live interactive telecast capability, total school cabling for the Internet, school-wide computers and software.  
Demonstrated a high level of effectiveness in hiring, training, and managing staff including teachers, bus drivers, custodians, cafeteria workers, and support personnel.  
Diligently oversaw physical plant management, accounting for budget expenditures and assuring compliance with local, state and federal laws.  
Served on Mini Grant Selection Committee.  
Served as secretary for a principals' professional organization.

### **SPECIAL PROJECTS IN EDUCATION:**

Facilitated the Middle School Study Project, a comprehensive study of middle schools, to meet the mandates of NCLB.

Served on committee to establish and facilitate recommendations for Bullying Prevention.

Served on committee to study and facilitate strategies for improving instructional services for English Language Learners.

Planned, opened, and supervised an alternative school for students with high level misconduct.

Organized an innovative mentoring program for at-risk students.

Initiated and implemented an Accelerated Learning Instructional Model to increase student achievement.

Led a \$2.8 million school renovation/expansion project.

Implemented the Comer School Development Process for community involvement.

Collaborated with several community agencies to develop innovative educational programs.

Implemented the Career Start Project in partnership with the University of North Carolina at Chapel Hill to incorporate career-related lessons in the middle school curriculum.

### **PUBLISHED WORK:**

L'Esperance, M., Farrington, V.T., & Fryer, A. Middle schools in the age of accountability: The Winston-Salem Forsyth County story. Middle Ground. 2005

Doctoral Dissertation: Perceived Leadership Support of Elementary Principals In a Large Urban School District. © 2000

### **WORK HISTORY:**

2001 – Present	<p><b><i>WINSTON-SALEM/FORSYTH COUNTY SCHOOLS</i></b></p> <p>Assistant Superintendent for Middle Schools</p> <p>Assistant Superintendent for Elementary Schools</p>
1980 – 2001	<p><b><i>CHARLOTTE-MECKLENBURG SCHOOLS</i></b></p> <p>Cochrane Middle School, Charlotte, NC (2000-2001) Principal</p> <p>Briarwood Elementary, Charlotte, NC (1992 – 2000) Principal</p> <p>Olde Providence Elementary, Charlotte, NC (1987 – 1992) Assistant Principal</p> <p>Charlotte-Mecklenburg Education Center (Summer 1987) System-Wide Field Trip Coordinator</p>

Barringer Elementary, Charlotte, NC (1986-1987)  
Assistant Principal

Sterling Elementary, Pineville, NC (1981-1986)  
Assistant Principal  
Fourth Grade Teacher

Burns Avenue Elementary, Charlotte, NC (1980-1981)  
Sixth Grade Teacher

1974-1980: ***PITT COUNTY SCHOOL SYSTEM, PITT COUNTY, NC***

Welcome Middle School, Greenville, NC (1978-1980)  
Seventh Grade Teacher

Migrant Teacher, Pitt County, NC (1976-1978)

Pitt County Tutorial Program, Pitt County, NC (1974-1976)  
Coordinator

### **Education:**

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
**Doctor of Education Degree, 2000**  
Major: Educational Leadership

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
**Master of Human Development and Learning Degree, 1984**  
Major: Intermediate Education

EAST CAROLINA UNIVERSITY, GREENVILLE, NC  
**Bachelor of Science Degree, 1973**  
Major: Speech, Language, Auditory Pathology

### **CERTIFICATION:**

Certificate of Advance Studies (Superintendent Certificate), 1998  
Administrative Certificate (Principal Certificate), 1989  
B.A. Certificate, 1976  
Intermediate Education  
Middle School Education  
Reading (K-12)  
Mentoring

**SPECIAL TRAINING:**

Baldrige Quality Criteria for Educational Excellence	Applied Control Theory
Middle School Education	School Law
Effective Communication	Personnel Law
Management and Instructional Leadership	Staff Evaluation
Minority Achievement	Mentoring
Research	Preparing Women
	Leaders for the
	Superintendency

**ACHIEVEMENTS AND HONORS:**

Mediation Services (2004)  
 Black Achievers in Business and Industry Award (2003)  
 United Negro College Fund Scholarship Campaign (2003)  
 United Way Leadership Circle (2000,2001,2002,2003)  
 Forsyth Early Childhood Partnership (2002)  
 Leadership Winston-Salem (2002)  
 Wachovia Principal of the Year Finalist (2000)  
 Charlotte-Mecklenburg Principal of the Year Finalist (1999)  
 Charlotte-Mecklenburg Region B Principal of the Month (1999)  
 United Way Gold Circle Award (1999)  
 Top Ten Award for Parent Involvement (1997, 1998, 1999)  
 Outstanding Service Award Charlotte-Mecklenburg PTA Council (1995)  
 Past President & Foundation Award Recipient – Phi Delta Kappa (1995)  
 Principal of the Year – Charlotte-Mecklenburg PTA Council (1994)  
 Kappan of the Year – Phi Delta Kappa (1994)  
 Outstanding New Member – Phi Delta Kappa (1989)  
 Teacher of the Year – Sterling Elementary (1984)

**AFILIATIONS:**

Association of Supervision and Curriculum Development (ASCD)  
 Delta Sigma Theta Public Service Sorority  
 International Reading Association (IRA)  
 Kappa Delta Pi – Honorary International Education Fraternity  
 Lion's Club  
 National Association of School Administrators  
 National Middle Schools Association  
 North Carolina PTA  
 Phi Delta Kappa (PDK) – Education Fraternity  
 The Links, Inc. Public Service Organization  
 YMCA

(b)(6)

Email

[appaschal@wsfcs.k12.nc.us](mailto:appaschal@wsfcs.k12.nc.us)

## Art Paschal, Ed. D.

### Education

1994-1999 University of North Carolina Greensboro  
Greensboro, NC  
Doctor of Education (Educational Leadership)  
Dissertation, An Investigation Into the Primacy of Instructional  
Leadership Among Selected High School Principals in North  
Carolina

1987-1992 East Carolina University  
Greenville, North Carolina  
Master of Arts (Educational Administration)

1977-1979 University of North Carolina at Wilmington  
Wilmington, North Carolina  
Bachelor of Arts (Physical Education)

1974-1976 Mount Olive Junior College  
Mount Olive, North Carolina  
Associate of Science

### Professional Experience

2005-Present R.J. Reynolds High School Winston-Salem, NC  
Principal

2002-2005 Northern Nash High School Rocky Mount, NC  
Principal

1995-2002 West Montgomery High School Mt. Gilead, NC  
Principal

1993-1995 Southern Pines Middle School Southern Pines,  
Assistant Principal NC

1992-1993 Whiteville High School Whiteville, NC  
Teacher

1990-1992 Pamlico County High School Bayboro, NC  
Teacher/Coach

1982-1990 New Bern High School New Bern, NC  
Teacher/Coach

1980-1982 Madison-Mayodan High School Madison, NC  
Teacher/Coach

1979-1980 Griffin Middle School High Point, NC  
Andrews High School  
Teacher/Coach

**Professional Memberships**

Forsyth County Principals and Assistant Principals Association  
Tar Heel Association of Principals and Assistant Principals  
North Carolina Association of School Administrators  
National Association of Secondary School Principals  
North Carolina High School Network

**Awards received**

Board of Directors, North Carolina High School Network, 2007-2009  
Participant, Educational Policy Fellowship Program (North Carolina Public School Forum), 2004-2005  
Presenter, Legislator's Retreat, Hunt Institute of Leadership, December 2004  
Presenter, North Carolina Public School Forum seminar on Teacher Retention, December 2004  
Presenter, Principals Executive Program, Fall 2004 – topic: Time Management Strategies for High School Principals  
Nash-Rocky Mount Schools High School Principal of the year, 2004-2005  
Graduate, Leadership Program for High Schools Principals (Principal's Executive Program), 2000  
Winner, Jack McCall Award – LPHSP 2 (PEP), November 2000 – presented to the graduate of each PEP class as the greatest contributor to learning of their class  
Montgomery County Principal of the Year, 1998-1999 & 2001-2002  
President, Central Tar Heel 2A Conference, 1997-2001  
President, Montgomery County Principals and Assistant Principals Association, 1997  
President, Moore County Principals and Assistant Principals Association, 1994  
Presenter, *High Schools That Work* National Conference, 1999 & 2001  
Teacher of the Year, New Bern High School, 1997  
Educator of the Year, New Bern-Craven County School, 1987

**Donald L. Martin, Jr., Ed.D.**  
Superintendent,  
Winston-Salem/Forsyth County Schools  
1994 to Present

Don Martin is a native of Georgia. He received his undergraduate degree in physics and a Master of Arts degree in mathematics from Duke University. He began his professional career as a teacher at Wilkes Central High School in Wilkesboro, North Carolina, where he served for four years. He attended the University of Kentucky and attained his Doctorate in Education. For the next nine years he served two school districts in Kentucky as superintendent.

Dr. Martin returned to North Carolina in 1989 to assume the position of Superintendent of the Rowan-Salisbury Schools. In August 1994, he began his tenure as Superintendent of Winston-Salem/Forsyth County Schools, the 99th largest school district nationally.

Highlights of the past ten years include:

- \$94 million bond referendum (1995)
- \$2.4 million National Science Foundation Grant (NSF) (1996)
- New graduation standards (1996)
- \$1.2 million (NSF) Grant with Wake Forest Medical School (1996)
- \$6.1 million Safe Schools/Healthy Students Grant (1999)
- \$2.1 million 21st Century School Grant (2001)
- \$5.6 million Magnet Schools Assistance Grant (2001)
- \$2.3 million in state, national, and federal technology grants (2001)
- Worked with community leadership to raise \$8 million from local businesses and foundations to support the district's Blueprint for Technology (2001).
- Continual improvement in closing the majority/minority achievement gap in each grade level over the past seven years
- \$3.3 million SciMax (NSF) grant (2001)
- \$150 million bond referendum passed (2001)
- \$325,000 Thurgood Marshall/Gates Foundation small high school grant in conjunction with WSSU (2003)
- \$7.1 million Magnet Schools Assistance Grant (2004)

Music Highlights:

- Directed all eight high school bands in two closing numbers at the Forsyth County Band Jamboree each year for the past twelve years.
- Directed the "National Anthem" with the Winston-Salem Honors Chorus for the past seven years.

General Awards:

- 1995 Superintendent of the Year by the North Carolina Association of Dance Educators
- 1996 Superintendent of the Year by the North Carolina Music Educators
- 1997 North Carolina Association of School Librarians Administrator of the Year
- 1999 Piedmont Triad Superintendent of the Year
- 2001 Salvation Army Boys Club Excellence in Leadership Award
- 2004 Winston-Salem Sportsmen Club High School Sports Hall of Fame Inductee
- 2004 Band Director Emeritus Forsyth County Band Jamboree
- 2005 Finalist for the Jay Robinson Leadership Award by the Public School Forum of NC
- 2006 Superintendent of the Year by Northwest Regional Educational Support Agency

Dr. Martin is the Chairman of the Board of Directors of Forsyth Futures (FF), a community collaborative. Additionally, he serves or has served as a member of various educational and community boards that include: the Secretary to the Army's Advisory Committee for JROTC and ROTC; the Advisory Board of the Old Hickory Council of Boy Scouts; Board of Directors of the Dixie Classic Fair; Advisory Board and Executive Committee of Center for Community Safety; Board of Visitors of Winston-Salem State University College of Education; Advisory Board of North Carolina Agricultural and Technical State University's College of Education; and, the Board of Directors for the School Health Alliance for Forsyth County. Dr. Martin is an active member of the Rotary Club of Winston-Salem. He is a member of Mount Tabor United Methodist Church and serves on the Church Council.

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# Joseph W. Childers

## **Career History and Results**

### **Hanes Middle School, Winston-Salem, NC - Principal. January 2006 - present.**

- Successfully administered a school of 600 students, 43 teachers, and 12 support staff.
- High growth school for 2005-2006 and 2006-2007.
- Led school-wide initiative on working with students from poverty.
- Implemented Learning Focused Strategies for instruction.

### **Chestnut Grove Middle School, King, NC - Principal. July 1999 - December 2005**

- Successfully administered a school of 875 students, 65 teachers, and 12 support staff.
- Raised test scores from 77.7% to 90.4 % proficient, with classification as School of Excellence.
- Restructured the school into three smaller themed "houses" or schools within a school to improve school climate and instruction.
- Implemented Reading Renaissance strategies and Accelerated Math school-wide.
- Implemented a school-wide tutoring program for at-risk students.
- Successfully opened a new wing to the school, including a new media center.
- Selected as Stokes County Principal of the Year, 1999-2000.
- Completed ten-year Southern Association reaccreditation.

### **Walnut Cove Intermediate School/London Elementary School, Walnut Cove, NC - Principal. July 1995 - June 1999**

- Raised test scores from 52.3% to 69.0 % proficient.
- Implemented K-5 conversion, transforming Walnut Cove Intermediate School from a school housing fourth and fifth grades into London Elementary School, housing kindergarten through fifth grades.
- Initiated community initiatives such as *Family Reading Night*.

- Wrote and administered a grant for the media center to purchase books on first through third grade reading levels.

- Designated as Reading Renaissance Model School, 1997-1998 and 1998-1999.

**King Intermediate School, King, NC - Assistant Principal. July 1994 - June 1995.**

- Implemented middle school program for sixth graders to prepare them for transition to the middle school.

- Restructured bus transportation resulting in shorter bus rides, fewer discipline problems, and separation of elementary and junior high students.

- Coordinated largest fund-raiser in school's history.

**Southeastern Stokes Junior High School, Walnut Cove, NC - Assistant Principal. August 1989 - June 1994.**

- Implemented true flexible block scheduling for seventh and eighth grades.

- Implemented Student Assistance Program.

- Chaired facilities committee for Southern Association accreditation.

- Served on Stokes County Middle School Task Force and Technology Task Force Steering Committee

**Stokes County Schools Central Office, Danbury, NC - Computer Coordinator. September 1985 - July 1989.**

- Coordinated computer-related staff development activities for licensed and non-licensed personnel.

- Interpreted and implemented State Department guidelines for Level I Computer Competencies.

- Conducted Effective Teacher Training for teachers.

**North Stokes Junior-Senior High School, Danbury, NC - Teacher. August 1984-September 1985.**

- Developed curriculum for and implemented academically gifted program in seventh through tenth grades.

**Lexington Middle School, Lexington, NC - Teacher. August 1979 - August 1984.**

- Chaired Language Arts department for four years.

•Chaired Southern Association self-study as department head, evaluating program strengths and weaknesses and developing short- and long-range goals.

•Participated in North Carolina Writing Project at Wake Forest University.

### **Education**

•Assistant Principals' Executive Program, March 1993.

•Advanced licensure in Supervision, July 1986. Appalachian State University, Boone, NC.

•Ed.S. in Educational Administration, May 1986. Appalachian State University, Boone, NC.

•M.S. in Educational Administration, August 1984. North Carolina A & T State University, Greensboro, NC.

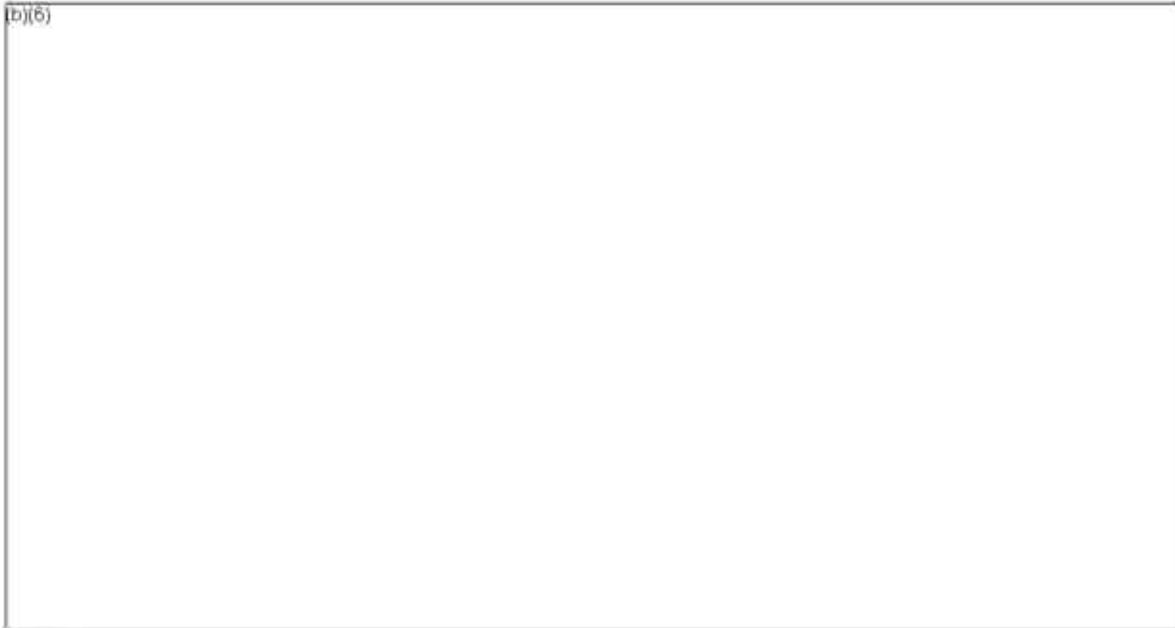
•North Carolina Writing Project Fellow, July 1982. Wake Forest University, Winston-Salem, NC.

•B.A. in English, May 1975. Pfeiffer College, Misenheimer, NC. Magna Cum Laude graduate. Elected to Phi Delta Sigma scholastic honor society.

•High School Diploma, June 1972. Northwest Ashe High School, Warrensville, NC.

### **Personal Experience**

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# Kim Morrison, Ph.D.

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## Objective

## Experience

2006-current Winston-Salem/Forsyth County Schools

### Program Manager for Magnet Schools

- Leading in the planning and implementation of staff development at Magnet Schools.
- Leading in the implementation of magnet themes at Magnet Schools.
- Coaching teachers in various subject areas throughout the year.
- Conducting walk-throughs and various other monitoring observations.
- Working with budget recommendations and dispersment.
- Leading marketing and recruiting for Magnet Schools.
- Participating in system wide committees for systemic reform.

2005-06 Winston-Salem/Forsyth County Schools

### Lead Teacher for Magnet Schools

- Led professional development for magnet schools.
- Led in the implementation of magnet theme at Magnet Schools.
- Recruited students for Magnet Schools
- Coached various teachers throughout the year

1993-2005 Mount Airy City Schools

### Band Director/Grades 6-12

- Taught band for grades 6-12.
- Taught general music for sixth grade.
- Taught Advanced Placement Music Theory.
- Served on school improvement team.
- Chaired attendance committee.
- Chaired Fine Arts department.
- Elected to Northwest District Bandmasters Board of Directors 1998-2000.
- Appointed to by-laws committee on the Northwest District Bandmasters Association 2003-2004.

1999-2000;2005 Surry Community College

### Fine Arts Faculty

- Taught all levels of Chorus and all levels of Piano.
- Taught Music History.

1994-1999            Appalachian State University

**Cannon Music Camp Faculty**

- Taught class piano (all levels offered).
- Taught music theory (all levels offered).
- Accompanied students and faculty.
- Accompanied chamber singers (top vocal group).
- Performed as pianist with the Wind Ensemble and the North Carolina Symphony in residence.

1993-Present        Related Experience in the field

- Served on a committee to begin coaching discussion for system implementation in Winston-Salem/Forsyth County Schools.
- Served on the middle school curriculum committee.
- Completed a Ph.D. Dissertation in the area of active learning strategies with a concentration in inquiry-based science method. The dissertation was three case studies of high school teachers implementing inquiry-based science instruction in their high school classrooms.
- Conducted a statewide workshop on Music Across the Curriculum (science, math, and writing).
- Designed curriculum for advisor/advisee at Mount Airy High School and Parkland High School.
- Attended "At-Risk Week Long Seminar" at the North Carolina Center for the Advancement of Teaching.
- Designed and distributed a school-wide survey for Mount Airy High School asking about arts education.
- Provided training for Mount Airy High School concerning the use of the SERVE evaluation model
- Helped assess diversity effects on students at UNC-Greensboro using results of a four year survey.
- Completed a study observing inquiry-based science methodology and its implementation in a classroom. This study was presented at the North Carolina Association of Research in Education. Permission was granted to Gongshu Zhang, NCDPI, to present this paper and information regarding it to the North Carolina Department of Public Instruction.
- Attended a NCDPI Grant Writing Workshop.

**Education**

1998-2005            University of North Carolina at Greensboro

- Completed a Ph.D. in curriculum and teaching at the University of North Carolina at Greensboro. My dissertation area of research was implementation of active learning strategies and its effect on faculty and students. The degree was complete Spring 2005.

1992-1993            Appalachian State University

- Masters Degree in Music Education with a concentration in conducting.
- Graduate assistantship in the Teaching Fellow Program with Dr. Ken Jenkins.

- Appointed to Graduate Senate.  
1987-1991 Appalachian State University
- Bachelors Degree in Music Education (K-12 Music Education).
- North Carolina Teaching Fellows.
- Conducted student teaching at Alexander Central High School in band and choral programs.

**References**

Dr. Ken Jenkins  
Appalachian State University  
Reich College of Education  
Leadership and Educational Studies  
828-262-7232

Dr. Heidi Carlone  
Professor in Curriculum and Instruction  
346 Curry Building  
UNC-Greensboro  
Greensboro, NC 27402-6170

Mr. Donnie Johnson  
Superintendent of Ashe County Schools  
PO Box 604  
Jefferson, NC 28640

Mrs. Dana Jean Mabry  
Fine Arts Department Chairperson  
Sury Community College  
630 South Main Street  
Dobson, NC 27017  
336-388-8121

Mr. Van Dearmin

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## PROFESSIONAL QUALIFICATIONS OF PAUL J. PURYEAR, SR.

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### Experience

#### Experience in School Administration

##### *Assistant Superintendent, Winston-Salem Forsyth County Schools, 2000 to present*

Winston-Salem Forsyth County Schools presently has 51,000 students of which over 15,000 are high school students. As an assistant superintendent of high schools, I serve on the senior staff, evaluate the high school principals, oversee high school programs, implement new programs, and provide input on the major issues confronting the organization. Other responsibilities include administering board policies, providing assistance to teachers who need improvement of their job performance, resolving conflicts between parents and the schools, working with representatives of higher education on cooperative agreements and partnerships such as dual enrollment agreements, and any other duties assigned by the superintendent. During my tenure, WSFCS has created four Gates' schools, opened a comprehensive high school, implemented the Forsyth Middle College program, and revamped the high school alternative school.

##### *Principal of Page High School, Greensboro North Carolina, 1991 to 2000.*

Page High School had a staff of 110 and more than 1500 students in grades nine through twelve. My primary function at Page was to plan, implement, and evaluate the total program. While I was principal, the Scholastic Achievement Test scores rose over 70 points and there was continuous improvement on end of courses tests and student proficiency rates. New courses such as Paideia, African-American History, Honors Humanities, Advanced Placement Language and Composition, Advanced Placement Environmental Science, Scientific Visualization, Network Administration, and Fast Forward were added to the curriculum. Collaborative efforts with North Carolina A&T University resulted in programs that targeted minority students and were designed to prepare them for college. Page was an accredited school, met safe school standards, and achieved exemplary status in the state's testing program.

##### *Principal of Athens Drive High School, Raleigh, North Carolina, 1989-1991.*

Athens Drive High School had a staff of 140 that served 1500 students in grades nine through twelve. During my two years, the school completed the ten-year self-study required by the Southern Association; Paideia instruction was introduced, and courses such Process Algebra, International Relations and Medical Professions were added; several new clubs were also incorporated into the extracurricular program. The staff was trained in TESA, cooperative learning, and equity education. Scores on end of course tests and on the Scholastic Achievement Test also improved. The school served as a community school that housed a public library and classes for Wake Technical Community College and NC Wesleyan.

##### *Assistant Principal of Page High School, Greensboro, North Carolina, 1980-1989.*

My primary duties included student discipline, hiring and evaluating teachers, supervising buses, and scheduling. I also served on several curriculum committees and was nominated by the staff for the Jaycee Outstanding Young Educator Award (1981) and the Terry Sanford Award (1982).

### Experience in Teaching

*Teacher at Lincoln Junior High School, Greensboro North Carolina, 1974-1980.*

At Lincoln, I taught ninth grade social studies. I also served as department chairperson, was on the school leadership team, and was an advisor to the Honor Society.

*Adjunct Professor for Appalachian State University, Fall 2001.*

I taught Organizational Theory to a cohort of students in the Educational Leadership program.. This group now has completed their study, and many were hired into administrative positions.

### Education

Ed.D. in Educational Leadership. University of North Carolina at Greensboro, 1996.

Dissertation: Career Anchors of North Carolina Principals.

Master's in Educational Administration. University of North Carolina at Greensboro, 1978.

Teaching Certificate. Greensboro College, 1973.

Master's in American History. University of North Carolina at Chapel Hill, 1973.

Thesis: Graham A. Barden and the Fight for Federal Aid to Education 1949-1960.

Bachelor of Arts in American History. University of North Carolina at Chapel Hill, 1971.

### Organizations

Association for the Supervision and Curriculum Development

Phi Delta Kappa

Stratford Rotary

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Phone (b)(6)

E-mail cwbooth@wsfcs.k12.nc.us

# Chad William Booth

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## Education

1996-2002 Milligan College Johnson City, TN

### **Bachelor of Communications-Journalism/English minor**

- In this field of study, I worked as an intern for 90.5 WUMC (college radio station), the Elizabethton Star (local newspaper), The Stampede (college newspaper), and designed websites for the Communications Department of Milligan College. I also spent two years in a work-study job at the college library.

## Professional experience

2006-Present Hanes Middle School Winston-Salem, NC

### **Technology Facilitator/Tier 1**

- The Technology Facilitator/Tier 1 position requires that I be able to communicate with teachers effectively both in the instruction of technology use and in designing ways to integrate technology into the core curriculum. As Technology Facilitator/Tier 1, my responsibilities include network support on the school level, software and hardware installation and maintenance, technology instruction and remediation (staff and students), and acting as the line of communication between the Technology Department of Forsyth County and Hanes Middle School. Just a few ways I have assisted staff in integrating technology in the classrooms include: creating an online discipline database that compiles student data throughout the year, creating Powerpoint presentations and using LCD projectors and laptops to present them to the class, using Inspiration to create effective graphic organizers to go along with lesson plans, and building/utilizing templates to make classroom tasks and assignments more efficient and effective.

2003-2006 Chestnut Grove Middle School King, NC

### **Exceptional Children Inclusion Teacher - English/Math**

- The exceptional children position required handling confidential, time-sensitive paperwork. The average case-load was around twenty students depending on the number of children requiring services that year. This position also required that I be able to work with several different teachers and personalities, acquire an in-depth knowledge of the state curriculum for different subjects, and communicate effectively as a part of a team of teachers. Communication with parents was required and, in most cases, was a weekly routine to keep them in the loop with activities and progress of their children. During this three-year period, I served as yearbook advisor (3 years), webmaster (1 year), Assistant Network Administrator (1 year), and coached several sports teams.

2002-2003 West Stokes High School King, NC

### **Interim English Teacher**

- As interim English teacher, I was responsible for the instruction of one ninth grade honors English class, one remedial English class, one eleventh grade honors English class, and three eleventh grade standard English classes.

**Software experience** Microsoft Office (Word, Powerpoint, Excel, Access, Frontpage, Publisher, InfoPath, and Outlook)

Macromedia Studio (Flash, Fireworks, Dreamweaver, ColdFusion)

Adobe (Photoshop, Acrobat , Illustrator, GoLive, Premiere, Pagemaker)

NCDesk

NCWise

(many others on request)

**References** Upon request

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Phone (b)(6)  
E-mail  
srxrexrode@wsfcs.k12.nc.us

# Sonya Rexrode

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<b>Education</b>	1999-2001	Appalachian State University	Boone, NC
	<b>MA Middle Grades Education</b>		
	<ul style="list-style-type: none"><li>▪ Math specialty</li><li>▪ Member of Alpha Epsilon Lambda</li></ul>		
	1992-1996	Fairmont State College	Fairmont, WV
	<b>BA Math Education</b>		
	<ul style="list-style-type: none"><li>▪ Mathematics grades 5-12</li><li>▪ Graduated Cum Laude</li><li>▪ Member of Kappa Delta Pi</li></ul>		
	1986-1992	Petersburg High School	Petersburg, WV
	<b>Diploma</b>		
	<ul style="list-style-type: none"><li>▪ Graduated 12<sup>th</sup> in Class</li><li>▪ Member of National Honor Society</li><li>▪ Member of <i>Who's Who Among America's High School Students</i> (4 years)</li><li>▪ NASA scholarship to attend Fairmont State College</li><li>▪ Ray A. Kroc Award Winner</li></ul>		
<b>Professional experience</b>	2006-Present	Hanes Middle School	Winston-Salem, NC
	<b>Curriculum Coordinator</b>		
	<ul style="list-style-type: none"><li>▪ Testing Coordinator Grades 6-8</li><li>▪ SIT Chair</li><li>▪ Learning Focus Strategies Trainer</li><li>▪ Learning Focus Math Trainer</li><li>▪ Learning Focus Reading Comprehension Trainer</li><li>▪ Member of Grant committee</li></ul>		
	2005-2006	Hanes Middle School	Winston-Salem, NC
	<b>Math Teacher</b>		
	<ul style="list-style-type: none"><li>▪ 8<sup>th</sup> Grade Math Teacher</li><li>▪ SIT Chair</li><li>▪ Member of Grant committee</li></ul>		
	1997-2005	Chestnut Grove Middle School	King, NC
	<b>Math Teacher</b>		
	<ul style="list-style-type: none"><li>▪ 8<sup>th</sup> Grade Math Teacher</li></ul>		

- Math Department Chair (4 Years)
- House Leader (2 Years)
- Fellowship of Christian Athletes Sponsor
- Cheerleading, Tennis, and Track Coach
- After School's Cool Program Coordinator
- Curriculum and Instruction Representative
- Pacing Guide Development Representative

**Additional Training**

- Learning Styles
- Teaching Children in Poverty
- MELT Institutes
- TI-83 Plus Graphing Calculator
- Integrated Math I
- NC Wise
- Computer programs i.e. excel, database, word, PowerPoint, publisher, Accelerated Math
- Thinking Maps
- QUEST
- SIOP
- Frameworks
- Learning Focused Strategies
- Learning Focus Math
- Learning Focus Reading Comprehension
- ENCORE Training
- EVAAS Training
- Instructional Coaching Training
- BIG 6 Training
- Problem Based Learning (PBL) Training

**References**

Joe Childers, Hanes Middle School, Principal, 336-727-2252

Doreen Sorensen, Bolton Elementary School, Principal, 336-774-4626

Todd Martin, Chestnut Grove Middle School, Principal, 336-983-2106

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vwilliams@wsfcs.k12.nc.us

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- EDUCATION:**
- UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**, Greensboro, NC  
EdD – Educational Leadership - Curriculum and Teaching, (May 2004)  
Dissertation Title - The New Dropouts: A Comparative Study of the Relationship Between Administrative Support and Teacher Attrition Among Novice Middle School Teachers in a North Carolina Metropolitan School System. Directed by Dr. Carl Lashley.
- EAST CAROLINA UNIVERSITY**, Greenville, NC  
Educational Specialist, (EdS), (December 1998)
- EAST CAROLINA UNIVERSITY**, Greenville, NC  
Masters in Business Administration, (MBA), (May 1995)
- ST. AUGUSTINE'S COLLEGE**, Raleigh, NC  
Bachelors of Science – Mathematics/Secondary Education, (May 1991)
- CERTIFICATIONS:** 011 Superintendent, 012 Principal (Grades K-12), 113 Curriculum Instruction Specialist, 200 Mathematics (Grades 9-12), 78200 Middle Grades Mathematics (6-9), 78300 Middle Grades Science (6-9)
- SUMMARY OF QUALIFICATIONS:** Solid background in mathematics, education, and business. Positive motivator skilled in educating student and adult learners. Six years of teaching experience on the middle school level as well as two years on the technical college level. Ability to work under heavy workloads and critical deadlines. Experience in teaching, project development, and behavioral management. Expertise in identifying instructional requirements and developing effective course curricula.
- WORK EXPERIENCE:**
- PHILO MIDDLE SCHOOL, Winston Salem, NC**  
Principal
- Perform duties of a Principal
    - Supervise, hire, and direct staff of teachers, educational assistants, and administrative support - Provide fiscal management of all accountability funds – Observe and evaluate certified and classified staff – Administer student discipline across all grade levels - Direct staff, manage operational budgets, write lesson plans, and coordinate activities for Guided Studies, Intercession, and Saturday Academy Programs – Provide in-services with input from staff – Participate in curriculum planning and development.
  - Conducted a comprehensive needs assessment of the school in order to create a three year plan for school improvement
    - Year 1 – Discipline alignment, daily teacher and staff observations, school beautification/pride, data analysis.
    - Year 2 – Data analysis, staff development, staff restructuring, parental involvement, hiring quality personnel school improvement and budget alignment.
    - Year 3 – Data analysis, staff development, parental involvement, mock testing (July 2004-present)
- NORTHEAST MIDDLE SCHOOL, McLeansville, NC**  
Assistant Principal
- Performed duties of Assistant Principal :
- Curriculum/Instruction**
- Expanded and refined school's math curricula across all three grade levels by instituting a rigorous math curricula which placed 6<sup>th</sup> graders in Pre-Algebra, 7<sup>th</sup> graders in Algebra and 8<sup>th</sup> graders in Geometry.
  - Increased 6<sup>th</sup> grade EOG growth proficiency in 6<sup>th</sup> grade from 80% to 88.8%, 7<sup>th</sup> from 75% to 79.9%, and 8<sup>th</sup> from 79.2% to 89.7%

- Coordinator for Exceptional Children's Program - Guided program successfully through a period of tremendous growth in quality and a more challenging curriculum.
- Designed and Implemented a Saturday Academy and after school tutorial program which aided in a dramatic increase in math scores across all three grade levels.
- Actively interview, evaluate, and recruit instructional staff
- Served on project team which designed Pre-Middle College program for Guilford County
- Supervise counseling staff as well as all standardized testing procedures.
- Class Coverage/Substitute Teacher Coordinator.

#### **Staff Development**

- Use site-based management principles to support teacher's participation in decision-making and assume ownership for school results.
- Provide common planning time for grade levels to better coordinate curriculum.
- Hold monthly individual mini-meeting with all staff members to discuss new and innovative things being done in the classroom.

#### **Guidance Services**

- Supervise counseling staff.
- Member, SSST, Crisis Intervention Team.
- Coordinate all school-site testing programs.

#### **Public Relations**

- Initiated articulation meetings with principals and math and EC teachers from feeder schools to better coordinate and improve total academic program.
- Collected over \$500 in incentives for Saturday Academy Students.  
(July 1999-July 2004)

#### **WINSTON SALEM STATE UNIVERSITY, Winston Salem, NC**

Adjunct Professor

- Instructed Master's level students in the area of Classroom Management  
(May 2006-present)

#### **RANDOLPH COMMUNITY COLLEGE, Asheboro, NC**

Business/Computer Instructor

- Instructed students in the areas of EXCEL, Access, PowerPoint, and Word.  
(August 1999-May 2000)

#### **CLAYTON MIDDLE SCHOOL, Clayton, NC**

Assistant Principal

- Supervised Guidance and Exceptional Children's Department.
- Attendance Coordinator.
- Performed evaluations/summatives for all 6<sup>th</sup> grade teachers, ECS teachers and office staff
- Disciplinarian and Administrator for the Sixth Grade.
- Chaired the School Improvement Team, Assistance Team, and the Multi-Disciplinary Team.  
(July 1998-June 1999)

#### **TOISNOT MIDDLE SCHOOL, Wilson, NC**

7<sup>th</sup> and 8<sup>th</sup> Grade Math Teacher

- Taught Mathematics and Science following the standard course of study.
- Prepared instructional material, supervised classroom, instructed and evaluated students, chaired and served on numerous committees.  
(August 1992-June 1998)

#### **WILSON TECHNICAL COMMUNITY COLLEGE, Wilson, NC**

Business Instructor

- Fostered an atmosphere that encouraged higher-level thinking.
- Instructed students in the areas of micro/macro economics and business management.  
(February 1994-August 1996)

#### **ACTIVITIES:**

Summer School Coordinator, After School and Saturday School Tutorial Coordinator, Member of Delta Sigma Theta Sorority, Inc., Interviewer for the Local Teaching Fellows

**HONORS:**

All American Scholar's Ed. Program Award, Darden Alumni Scholarship Recipient, Sallie Mae Award Nominee for Outstanding First Year Teachers, Outstanding Academic Achiever's Award, Samuel Eugene Burford Outstanding Middle School Administrator Nominee

**WORKSHOPS:**

The HOPE Foundation (Courageous Leadership For School Success), GCS Leadership Training (Bill Blokker), GCS Leadership Development Program, GCS Action Plan Training, Closing the Achievement Gap (2000-2003), Sharpening Our Vision Toward Better Teaching and Learning, Communicating With Diplomacy and Tact (2003), Johnson County Leadership Academy, PBL Training, AIG Training, School Laws/Suspension, IDEA, TPAS, Special Ed. Training for Federal Procedures, Tenure Law, and Accountability, Behavioral and Emotional Disabled, Assistant Principal's Executive Program, Successful Intervention With the Chronically Disruptive Student, SERVE, Leadership for Aspiring Principals (LPAP), School Administrators as Instructional Leaders (SAIL), Learning Focused

## Desegregation Plan Information Form

### Type of Desegregation Plan

*(Check One & Attach the Appropriate Documents)*

A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

#### Attach the Following Documents

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed to:

Steven L. Brockhouse  
US Department of Education  
Office of Innovation &  
Improvement  
400 Maryland Avenue SW, Rm  
4W229

A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

#### **Attach the Following Documents**

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

Washington, DC 20202-5970	
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See attached: Winston-Salem Desegregation Plan and Resolutions from the School Board

**WOMBLE  
CARLYLE  
SANDRIDGE  
& RICE**  
A PROFESSIONAL LIMITED  
LIABILITY COMPANY



One West Fourth Street  
Winston-Salem, NC 27101

Telephone: (336) 721-3600  
Fax: (336) 721-3660  
Web site: [www.wcsr.com](http://www.wcsr.com)

Linwood L. Davis  
Direct Dial: (336) 721-3621  
Direct Fax: (336) 733-8415  
E-mail: [lldavis@wcsr.com](mailto:lldavis@wcsr.com)

April 5, 2007

Dr. Art Paschal, Principal  
R. J. Reynolds High School  
301 N. Hawthorne Road  
Winston-Salem, NC 27104

**Re: *RJ Reynolds High School as a Magnet School for the Visual and  
Performing Arts***

Dear Art:

This is to let you know that Womble Carlyle, as Reynolds High School's Partner in Education, is pleased to learn that Reynolds has an opportunity to become a Magnet School for the Visual and Performing Arts.

I attended the focus group meeting on March 19 at the Reynolds Memorial Auditorium with the community leaders who have an interest in education and the arts. It was evident from the comments made that there is quite a ground swell of local support for this initiative.

Please know that Womble Carlyle is enthusiastically on board. We commend you for pursuing this opportunity, and we hope that it works out successfully.

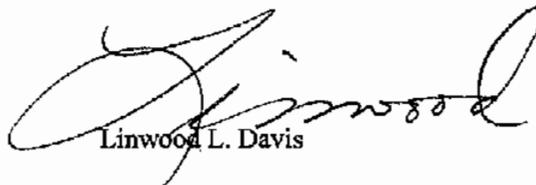
I remember hearing my father, Egbert L. Davis, Jr., a 1929 graduate of Reynolds, speak a number of times about the strength and quality of the music program when he was there. He played double bass in the orchestra and also in the All State Orchestra in Raleigh and the All South Orchestra in Birmingham, Alabama. The Reynolds vocal and instrumental music program was prominent in those years and has maintained its quality and importance in recent years under the leadership of Mr. Terry Hicks and Ms. Margaret Rehder.

The Magnet School for the Visual and Performing Arts initiative will provide opportunities for education, growth and development in the arts both for those with a special interest and more generally for all of the Reynolds students. It will enhance Reynolds' well deserved reputation as an academic and educational leader in the State.

Anything that our firm, as your Partner in Education, can do to assist in this effort, we will be pleased to do, and we wish for you every success.

Warmest personal regards.

Very sincerely,



Linwood L. Davis

LLD:vbp

Enclosures



## *City of Winston-Salem*

OFFICE OF THE MAYOR ~ ALLEN JOINES

April 10, 2007

U.S. Department of Education, OII  
Parental Options and Information  
400 Maryland Avenue, S.W.  
Room 3E122, FB-6  
Washington, DC 20202-6140

RE: Magnet School Assistance Grant

Dear Magnet School Assistance Selection Committee:

The Winston-Salem Forsyth County school system in North Carolina is seeking a Magnet School Assistance grant in an attempt to meet the needs of its community and increase diversity at its schools. This grant fits into the overall vision of the community as it attempts to move itself from a community centered on tobacco, textiles and furniture to a more technology-driven work force. As Mayor of Winston-Salem, I enthusiastically support this grant application.

As enrollment is expected to grow from more than 51,000 this year to 60,000 by 2010, this is a very important period for the Winston-Salem Forsyth County school system. Hispanic enrollment has rapidly increased giving added importance to this grant. In addition, the number of households requesting public assistance has risen sharply as we are making the transition from a manufacturing community to one more focused on technology.

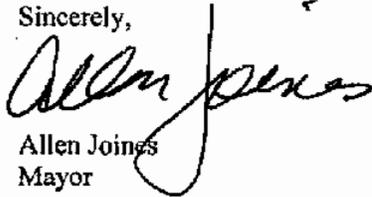
Over the last six years, this district has worked diligently to start a district-wide magnet school plan that meets the needs and interests of the greater Winston-Salem community. Having seen the success of the current Magnet School program, Forsyth County hopes to expand the number of Magnet Schools in its district to further reduce minority isolation.

Throughout the planning process, the principals of these schools, their staff and assistant superintendents, have overseen the design of the programs that will be at each school. They are committed to employing a well-qualified and diverse staff and to making sure this program is accessible to all students. Additionally, there is a lot of excitement in the community about the proposed magnet schools because they address the needs of

students and families in Winston-Salem and closely match the priorities of this school system, city and county.

Again, as the Mayor of Winston-Salem, I heartily endorse the efforts of the Winston-Salem Forsyth County school system to secure this next Magnet Assistance Grant.

Sincerely,

A handwritten signature in black ink, appearing to read "Allen Joins". The signature is written in a cursive style with a large, sweeping initial "A".

Allen Joins  
Mayor

# RESOLUTION

## WINSTON-SALEM/FORSYTH COUNTY BOARD OF EDUCATION IN SUPPORT OF APPLICATION TO THE MAGNET SCHOOLS ASSISTANCE PROGRAM

*Whereas*, Winston-Salem/Forsyth County Board of Education (WSFCS), a former segregated school system, was desegregated by court order in 1971, was declared unitary in 1981 and has continued to operate as a unitary and non-discriminatory school system; and,

*Whereas*, it is the Mission of WS/FCS to provide an educational experience to ensure that all children become academically proficient students, responsible citizens, productive workers and continuous learners; and,

*Whereas*, the WS/FC Board of Education believes that human diversity is a valuable and vital asset to its system and that among the purposes of its *Schools of Choice* policy are to maintain and promote diversity and to reduce the isolation of racial, ethnic, linguistic, cultural and socioeconomic groups in our community; and,

*Whereas*, the student population in WS/FCS is culturally, geographically, economically, racially, and ethnically diverse and this diversity is a valuable resource for teaching students to live within a multi-racial/multi-cultural world; and,

*Whereas*, providing students the choice to attend schools with a diverse student enrollment has inherent educational value in that the democratic form of government depends upon an educated citizenry that shares common values about the welfare of society and its people, and the democratic principles that govern it; and,

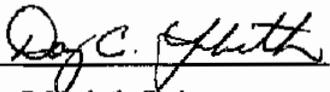
*Whereas*, diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process and it fosters understanding of students from different economic, geographic, racial, and cultural backgrounds, which is particularly important in preparing students to live and work in a diverse community such as Winston-Salem/Forsyth County; and,

*Whereas*, in a voluntary effort to continue to provide students in the WS/FCS the opportunity to attend schools with diverse enrollments and to avoid racial isolation, the WS/FCS agreed with the Office of Civil Rights of the United States Department of Education in resolution of a number of complaints about its *Schools of Choice* pupil assignment plan to implement unique program themes at up to five pairs of elementary and middle, system-wide theme schools in the inner city of Winston-Salem; and,

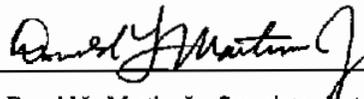
*Whereas*, the schools where the WS/FCS is considering implementing three new system-wide themes in Phase III of its proposal are currently or will be racially identifiable without intervention—Philo Middle School, Hanes Middle School, and Reynolds High School; and,

*Now therefore*, be it resolved that, the Winston-Salem/Forsyth County Board of Education authorizes and endorses the application to the United States Department of Education for a Magnet Schools Assistance Program grant to enhance the programs offered to increase the cultural diversity and to reduce racial isolation of students at the following system-wide theme schools: Mineral Springs Elementary/Mineral Springs Middle, Philo Middle School, Hanes Middle School, Parkland High School, Atkins High School, and Reynolds High School.

This the 10<sup>th</sup> day of April 2007



Donny C. Lambeth, Chair



Donald L. Martin, Jr., Superintendent

## Budget Narrative

### Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **5710-Mandatory\_MSAP\_Budget\_Narrative\_2007.xls**

BUDGET for Administrative Office		Description	Year 1	Year 2	Year 3
	(item, cost of item, quantity of items)	(total \$ amount)	(total \$ amount)	(total \$ amount)	(total \$ amount)
<b>Personnel</b>	Project Director (b)(4)		89,804	\$96,090	\$102,816
	Administrative Assistant for Magnet Schools		\$33,608	\$34,952	\$36,351
	<b>Total Personnel</b>		<b>\$123,412</b>	<b>\$131,042</b>	<b>\$139,167</b>
<b>Fringe Benefits</b>	Social Security		\$9,441	\$10,025	\$10,646
	Retirement		\$9,872	\$10,483	\$11,130
	Hospital Insurance		\$8,660	\$8,660	\$8,660
	Workman's Compensation		\$0	\$0	\$0
	Dental Insurance		\$656	\$656	\$656
	Life Insurance		\$108	\$108	\$108
	<b>Total Fringe Benefits-To be divided among all required Fringe Benefits</b>		<b>\$28,737</b>	<b>\$29,932</b>	<b>\$31,200</b>
<b>Administrative Travel</b>	Conference travel		\$5,000	\$5,000	\$5,000
<b>Administrative Supplies</b>	Office supplies, postage, printing		\$1,500	\$3,000	\$3,000
<b>Staff Development</b>	Training for School Leadership		\$10,000	\$10,000	\$10,000
<b>Contractual Services</b>	Educational Marketing services		\$100,000	\$100,000	\$75,000
	Evaluation-American Education Solutions		\$50,000	\$50,000	\$50,000
	<b>Total Contractual Services</b>		<b>\$150,000</b>	<b>\$150,000</b>	<b>\$125,000</b>

<b>Total Costs Direct</b>	<b>Total Direct</b>	<b>\$318,649</b>	<b>\$328,974</b>	<b>\$313,367</b>
<b>Total Costs Indirect</b>	<b>Total Indirect</b>	<b>\$9,381</b>	<b>\$9,685</b>	<b>\$9,226</b>
<b>Total Costs</b>	<b>Grand Total</b>	<b>\$328,030</b>	<b>\$338,659</b>	<b>\$322,593</b>

Total Year 1-3	Justification
(total \$ amount)	(part of school's program design that supports this budget request)

**\$288,710** To direct the WS/FCS MSAP and oversee the theme implementation at the three schools

**\$104,911** To support administrative needs related to conduct of grant, to act as budget accounting assistant, and assist the project director

**\$393,621**

\$30,112 Rate-7.65%

\$31,485 Rate-8%

\$25,980 \$4330/yr/employee  
\$0 not/applicable

\$1,968 328/yr/employee

\$324 \$54/yr/employee

**\$89,869** To provide required fringe benefits to employees paid for by MSAG

**\$15,000** To fund attendance at training sessions and networking conferences for Magnet Administrative staff

**\$7,500** To provide general operating supplies and materials for magnet school office personnel

**\$30,000** To provide training for school magnet teams in successful implementation of magnet programs.

**\$275,000** To create widespread community awareness of the programs and services offered by the magnet schools

**\$150,000** To evaluate WS/FSC progress in meeting the purposes and objectives of its MSAP

**\$425,000**

**\$960,990**

**\$28,292**

**\$989,282**

BUDGET for Hanes Gifted and Pre-engineering Academy Magnet School		Description	Year 1	Year 2	Year 3	Total Year 1-3
	(item, cost of item, quantity of items)	(total \$ amount)	(total \$ amount)	(total \$ amount)	(total \$ amount)	
Personnel	Magnet Resource Teacher- 1/2 time curriculum development/Formative Evaluation; 1/2 time CHAMPs Coordinator	\$40,000	\$40,000	\$40,000	\$120,000	
	Magnet Resource Teacher 1/2 marketing/Professional Development/Budget; 1/2 time Technology Integration Specialist	\$35,000	\$35,000	\$35,000	\$105,000	
	Project Lead the Way Resource Teacher; 1/2 time training, setup of classroom, curriculum organization; 1/2 time classroom observation with a strong emphasis on differentiating instruction to include themes into the curriculum	\$46,866			\$46,866	
Stipends	After School Tutors	\$3,200	\$3,200	\$3,200	\$9,600	
	Curriculum Deveopment: 10 Teachers for 5 days at \$100/day.	\$5,000	\$2,500	\$2,500	\$10,000	
Substitute	Substitute Teachers for Integration Planning of Magnet and Theme	\$2,700	\$1,350	\$1,350	\$5,400	
	<b>Total Personnel</b>	<b>\$132,766</b>	<b>\$82,050</b>	<b>\$82,050</b>	<b>\$296,866</b>	
Fringe Benefits	Social Security	\$10,156	\$6,277	\$6,277	\$22,710	
	Retirement	\$10,621	\$6,564	\$6,564	\$23,749	
	Hospital Insurance	\$12,990	\$8,660	\$8,660	\$30,310	
	Workman's Compensation	\$0	\$0	\$0	\$0	
	Dental Insurance	\$984	\$656	\$656	\$2,296	
	Life Insurance	\$162	\$108	\$108	\$378	
	<b>Total Fringe Benefits-To be divided among all required Fringe Benefits</b>	<b>\$34,913</b>	<b>\$22,265</b>	<b>\$22,265</b>	<b>\$79,443</b>	

<b>Contractual Services</b>	Soundboards: \$1000 is budgeted for the whole job. Mounting and painting included		\$1,000		\$1,000
	Enhanced Learning Environments	\$20,000	\$20,000	\$15,000	\$55,000
	<b>Total Contractual</b>	<b>\$20,000</b>	<b>\$21,000</b>	<b>\$15,000</b>	<b>\$56,000</b>
<b>Membership/ Program Fees</b>	First Lego League: Robotics competition	\$275	\$275	\$275	\$825
	PLTW annual lease	\$2,900	\$2,900	\$2,900	\$8,700
<b>Other</b>	Marketing	\$2,500	\$2,500	\$2,500	\$7,500
	Promotional Brochures, Banners	\$5,000	\$3,000	\$2,000	\$10,000
	<b>Total Other</b>	<b>\$10,675</b>	<b>\$8,675</b>	<b>\$7,675</b>	<b>\$27,025</b>
<b>Workshop Expenses</b>	AG Licensure through Winston Salem State University	\$10,000	\$10,000	\$10,000	\$30,000
	Project Lead The Way	\$2,735	\$2,735	\$2,735	\$8,205
	CHAMPs and Foundation: Safe schools initiative	\$13,000	\$6,000		\$19,000
	TI-Navigator Training		\$5,000		\$5,000
	Schoolwide Enrichment Model	\$20,000			\$20,000

<b>In House Staff Development</b>	<b>Learning Focus Training: Reading Comprehension and Math training with Learning Focus Strategies</b>	\$1,000	\$500	\$200	<b>\$1,700</b>
	<b>Learning Focus Training: Literacy</b>	\$2,400	\$400	\$400	<b>\$3,200</b>
	<b>Big 6</b>	\$400	\$100	\$100	<b>\$600</b>
	<b>Technology Staff Development: Web page design, Mimio setup, Power Point, LCD projector training</b>	\$0	\$0	\$0	<b>\$0</b>
	<b>Workshop Expenses: Books, supplies and materials to conduct workshops</b>	\$6,201			
	<b>Project Lead The Way</b>	\$0	\$0	\$0	<b>\$0</b>
	<b>Total Staff Development</b>	<b>\$55,736</b>	<b>\$24,735</b>	<b>\$13,435</b>	<b>\$87,705</b>
<b>Supplies and Materials (less than \$1000)</b>	<b>Microscopes: 40 total: \$176</b>		\$7,040		<b>\$7,040</b>
	<b>Science Lab tables and chairs: 15 tables at \$365 each.</b>	\$5,475			<b>\$5,475</b>
	<b>Student Consumables: 300 students @ \$10 a book for 8th grade</b>			\$3,000	<b>\$3,000</b>
	<b>HP 4250 laser printer cartridges: 21 @ \$132</b>		\$2,772		<b>\$2,772</b>
	<b>Vex Robotics Design system: 2 systems</b>	\$400	\$400	\$400	<b>\$1,200</b>
	<b>LCD Projector bulbs: 30 @ \$277</b>			\$8,310	<b>\$8,310</b>
	<b>LEGO Mindstorms Robotics: 3 Sets: 1 for competition and 1 for practice</b>	\$900	\$600	\$600	<b>\$2,100</b>
<b>Media Center Resources</b>	\$48,760	\$12,360	\$8,360	<b>\$69,480</b>	

TV's mounted: 10: \$300 each		\$3,000	\$3,000
Theme related displays/artifacts	\$ 1,000	\$ 1,000	\$ 1,000
TI-84 Plus Silver:320 Calculators: \$129	\$41,280		\$41,280
TI-Keyboards for TI-84: 240: \$39		\$9,360	\$9,360
AAA Batteries: 16 pack: \$8.99		\$1,079	\$1,079
Microscope Projectors: 4 @ \$690		\$2,760	\$2,760
Fume Hood: 1 @ \$800		\$800	\$800
Eye wash station: 8 @ \$173		\$1,384	\$1,384
Chemical Cabinet for Acid (Bench top): 10 @ \$381		\$3,810	\$3,810
Equipment Storage Center: 10 @ \$437		\$4,370	\$4,370
Goggles: 300 @ \$5.70		\$1,710	\$1,710
CBL 2: 2 per grade level: 6 Total: \$166 each		\$996	\$996
2 Metal AV carts for LCD projectors in media center		\$400	\$400
Mimio Wireless model: mounted: 60 @ \$900 each		\$54,000	\$54,000
Encyclopedia of Science, Technology, and Ethics	\$450		\$450

	Encyclopedia of Space Science and Technology	\$654			<b>\$854</b>
	Digital Video Camera: 1 @ \$400 each		\$400		<b>\$400</b>
	Biology Ebook	\$440			<b>\$440</b>
	Hands-on Math Manipulative Kits: 10 @ \$300 each	\$3,000			<b>\$3,000</b>
	Lab Aprons: 30 for 10 science rooms: 300 total	\$1,000			<b>\$1,000</b>
	Computer Sciences Ebook	\$435			<b>\$435</b>
	Automatic Screens: 2 @ \$600 each	\$1,200			<b>\$1,200</b>
	Moveable White Boards for Media Center	\$600			<b>\$600</b>
	Easy Middle School Science Kit: 10 @ \$787 per kit		\$7,870		<b>\$7,870</b>
	Turbidity Sensor: 10 @ \$104		\$1,040		<b>\$1,040</b>
	Easy gear to GO gear link: 5 per each of the 10 teams: \$5 each		\$250		<b>\$250</b>
	Middle School Science with Computers manual: 10 @ \$45 each		\$450		<b>\$450</b>
	<b>Total Supplies</b>	<b>\$97,815</b>	<b>\$49,260</b>	<b>\$98,040</b>	<b>\$245,115</b>
<b>Software</b>	PLTW Design and Modeling	\$6,000			<b>\$6,000</b>
	Video Database	\$1,400	\$1,400	\$1,400	<b>\$4,200</b>
	Student Resource Center: \$1200 year	\$1,200	\$1,200	\$1,200	<b>\$3,600</b>

Equipment (more than \$1000)	PLTW Automation and Robotics	\$6,000			\$6,000
	PLTW Magic of Electrons	\$6,000			\$6,000
	PLTW Science Of Technology	\$6,000			\$6,000
	Logger Pro 3: Graphing software to work with TI-84: \$159 site license	\$159			\$159
	PLTW Flight and Space	\$6,000			\$6,000
	<b>Total Software</b>	<b>\$32,759</b>	<b>\$2,600</b>	<b>\$2,600</b>	<b>\$37,959</b>
	Poster Printer: 1 for the school: \$5000		\$5,000		\$5,000
	SEPUP kits: 1 @ \$2000 each			\$2,000	\$2,000
	LCD Projectors: 60 @ \$749: 1500 lumen LCD projectors for classrooms		\$44,940		\$44,940
	LCD Projectors: 2 @ \$1600: 2500 lumen LCD projectors for gym and cafeteria		\$3,200		\$3,200
Classroom Performance System: 3 @ \$2500 This includes training.			\$7,500	\$7,500	
Audio and Video Production Equipment with editing capabilities			\$1,500	\$1,500	
Sound System:		\$3,000		\$3,000	

	HP 4250 Laser Printers: 11 @ \$1200	\$1,200	\$12,000		\$13,200
	TI-Navigator System: 16 Student system: 20 @ \$2425 each		\$48,500		\$48,500
	Distance Learning Laboratory: 1 lab that can be used to sign-up for live feeds		\$7,000		\$7,000
	<b>Total Equipment</b>	<b>\$1,200</b>	<b>\$123,640</b>	<b>\$11,000</b>	<b>\$135,840</b>
<b>Computer Hardware</b>	Tablet PC: 21 for PLTW, math, and science teachers: \$2100 each	\$2,100	\$42,000		\$44,100
	PLTW Equipment: Computer hardware, software, and furniture.	\$51,000			\$51,000
	<b>Total Computer Hardware</b>	<b>\$53,100</b>	<b>\$42,000</b>	<b>\$0</b>	<b>\$95,100</b>
<b>Total Costs Direct</b>	<b>Total Direct Costs</b>	<b>\$438,964</b>	<b>\$376,225</b>	<b>\$252,065</b>	<b>\$1,061,053</b>
<b>Total Costs Indirect</b>	<b>Total Indirect Costs</b>	<b>\$12,923</b>	<b>\$11,076</b>	<b>\$7,421</b>	<b>\$31,420</b>
<b>Training Stipends</b>	Workshop Participants	\$30,000	\$20,000	\$20,000	\$70,000
<b>Total Costs</b>	<b>Grand Total</b>	<b>\$481,887</b>	<b>\$407,301</b>	<b>\$279,486</b>	<b>\$1,162,473</b>

## Justification

(part of school's program design that supports this budget request)

(We need an individual who knows the formative evaluation process and is willing to work in the classroom with teachers on lesson plans. This individual will also ensure the implementation of CHAMPs.)

(We need an individual who knows the budget process and is willing to work in the classroom with teachers on integrating technology. This individual will also ensure the implementation of new technologies including but not limited to LCD projectors, mimios, and TI-Navigator.)

(This person will need to attend weeks of training for the program and then will need to teach the faculty. This person will observe in classrooms to help teachers effectively implement math, science, and pre-engineering concepts and technology into their lessons.)

(After school tutors will be paid an hourly wage of \$22 per hour to tutor.)

(15 staff members from the different core/encore fields will be hired for the summer to develop curriculum.)

(\$85 a day for staff members to plan and develop units with theme and magnet integration.)

Rate-7.65%

Rate-8%

\$4330/yr/employee

not/applicable

328/yr/employee

\$54/yr/employee

**TOTAL**

(Soundboards will be mounted in the stairwells to keep echo noise to a minimum. Soundboards will be painted to showcase mathematicians, scientists, and formulas to ensure that the stairwells will also be a place of learning for students.)

(Hanes is a feeder for an Engineering high school. The school will become a learning environment from the time students enter till the time they leave. All open areas and halls will become learning environments that link the different areas of engineering, math, and science.)

#### **TOTAL**

(This is a robotics competition that students who are in PLTW will have the opportunity to attend. This is an after school club that will give students a chance to put the skills learned in PLTW to work.)

(This is the annual lease total for the CAD programs needed to run the program.)

(Hanes will need to market itself through the use of TV, DVD, newspaper, and radio to draw in students and parents.)

(Hanes is a feeder for an Engineering high school. It will be imperative that parents and students choose Hanes as a middle school to build a strong engineering basis for the high school.)

#### **TOTAL**

(All core staff will have AG licensure to be qualified to teach gifted students and know how to differentiate curriculum successfully.)

(The PLTW coordinator/teacher will need to be trained to deliver instruction effectively.)

(CHAMPs and Foundation will provide all staff with the necessary skills to handle students from all different backgrounds.)

(All math and science staff will be trained to use the TI-Navigator system. With the keyboards attached to TI-84 calculators, all teachers would be able to use the system to type up papers, essays, or reports.)

(A member of the SEM staff from University of Connecticut will come locally to do the training for staff. This cost includes housing, travel, and fees for instructor and staff.)

(The trainers are on staff and will not charge to train all staff. The cost is the books needed for the training.)

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(SEM manuals, Enrichment cluster manuals, total talent portfolio manuals, administrator's guide to SEM)

(The trainers are on staff and will not charge to train all staff.)

**TOTAL**

(Microscopes that are in working order are needed. Students need to have up-to-date equipment as they further their knowledge of science concepts.)

(The new science lab will need tables and chairs.)

(8th grade students will need workbooks that help them track their progress in learning science and review their knowledge acquired in 6th and 7th grades also.)

(Replacement cartridges will need to be purchased to ensure effective working condition of all printers.)

(8th grade students will expand their knowledge of robotics through the use of the vex robotics design system.)

(Replacement bulbs will need to be purchased to ensure working order of the LCD Projectors.)

(These are the kits needed to compete in the First Lego League competitions.)

(Many of the books are outdated and inaccurate. We need to have our students reading literature from the 21st Century in order to be competitive in the global market.)

(TVs need to be mounted within all classrooms and hallways. Students will be showcased, announcements will be posted, and soft music will be played on the televisions.)

(The Media Center needs to be a welcoming place for students. Students need to want to go to the library and explore unknowns.)

(Graphing calculators are necessary for students to solve complex problems and collect multiple pieces of data.)

(The keyboards will allow students to type of their lab reports as they complete an experiment. It will also allow students to save data and send directly to teacher using TI-Navigator.)

(Replacement batteries will be a big cost for calculators running probe ware. Batteries will need to be replaced at least once a year.)

(The projectors allow teachers to put information up on a big screen as they are experimenting and looking at different items under the microscopes.)

(Chemistry is a subject area in 8th grade. A fume hood needs to be installed to ensure safety when working with certain chemicals.)

(Safety is a top priority in all science classes. Eye wash stations need to be installed in all science classes.)

(It is of grave importance that science chemicals be kept out of reach of students for safety reasons.)

(The equipment is not in a secure place right now. Science teachers need a cabinet where materials can be stored and easily accessible.)

(Safety in the laboratory is top priority. Students need to have eyes covered during all labs.)

(This device measures distance and motion. Coupled with the TI-84 and Easy connect, students will be able to collect, graph, and analyze data in a systematic fashion.)

(AV carts will be needed to use with the movable white boards in the media center.)

(Mimios will allow plain whiteboards to become Smart Boards. It will also allow more interactive technology in the classroom.)

(This will be an excellent source for students as they complete research papers and learn more about technological advances for the future.)

(This will be an excellent source for students as they complete research papers and learn more about technological advances for the future.)

(The use of digital video cameras will allow for live feeds throughout the building and also pictures that can be translated to run in the main office on the monitor displays.)

(This will be a great source for students learning about biology in their science class.)

(Some students learn best through hands-on manipulative. These kits will help to ensure that teachers will be able to reach every student in the classroom.)

(Lab aprons will be important to the safety of students working in the science laboratories.)

(This will be a good opportunity for students to expand their knowledge of computer science and an excitement for those who may choose it as their careers.)

(Automatic screens will be needed to be installed in the cafeteria and gymnasium. Every place in a school should be a learning environment for students.)

(Moveable white boards will be used in the media center for flexibility over using the automatic screens.)

(This kit includes all the probeware needed to do science labs successfully with technology connectors included for TI 84.)

(This sensor measures the turbidity of freshwater or seawater samples. This is a big section of the 8th grade science curriculum. 6th and 7th graders need to be familiar with the sensor and its use. This sensor can be used with the CBL unit.)

(This connector allows the teacher and students to connect any of the probeware from the calculator to the computer.)

(This manual gives lab setups and in depth instructions on hooking up specific labs to computers.)

#### **TOTAL**

(one of the modules for Project Lead the Way )

(A video database would provide teachers with visual representations of real-world events to link to the students learning in math, science, and pre-engineering.)

(This will be a great source for students as they prepare research papers.)

(one of the modules for Project Lead the Way.)

(one of the modules for Project Lead the Way.)

(one of the modules for Project Lead the Way.)

(This program will allow teachers and students to graph and analyze their data in a systematic fashion.

(one of the modules for Project Lead the Way.)

#### **TOTAL**

(The printer will be useful in showcasing student work as well as pictures of students as they learn throughout the school. These will be displayed throughout the school and on the specific grade level halls.)

(SEUP is the science curriculum based inquiry learning kits that are used throughout the school. They allow students to explore many realms of science through inquiry and lab based projects.)

(All teachers will need LCD projectors mounted in their classrooms to effectively integrate technology into their curriculum. United Streaming is just one example of how teachers can utilize the LCD projectors to bring learning to life for all students.)

(These LCD Projectors will be placed in the gymnasium and cafeteria to showcase student achievements.)

(CPS will give each team an chance to allow students a unique way of reviewing information and give them immediate feedback on how they are doing.)

(It is important that students see themselves as professionals in their job. With this equipment, students could do live programs throughout the year and students who have participated in different competitions will get a chance to share their opportunities in a way that all student body will be able to enjoy.)

(The sound system along with the televisions will give students the opportunity to take ownership in their school and in their learning. A theme song will start every day and soft music throughout the halls will play as they move from one location to another.)

(Laser printers will need to be installed in the PLTW lab and all math and science classrooms. It is important that students see their work in printed form as well as electronically.)

(The systems allow teachers to see any calculator in the room with the push of a button. It also allows students to view others work on a large screen without walking around the room.)

(The distance learning lab will provide an opportunity for teachers to sign-up for live feeds with NASA officials or other math, science, or pre-engineering firms.)

(Tablet PCs will need to be purchased for PLTW, math and science teachers. The laptops will give the teachers the mobility they need to perform labs and problem-solving experiments outside the classrooms.)

(There is currently an empty room for Project Lead the Way. The entire room will need to be supplied. This total covers computers, software, tables, chairs, and all needed equipment to get PLTW running successfully.)

Rate-.02944%

(\$100 a day for staff to attend Schoolwide Enrichment Model training, CHAMPs, Learning Focus, and TI-Navigator.

**GRAND TOTAL**

<b>BUDGET for Philo Magnet Academy</b>	<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total Year 1 3</b>
	(item, cost of item, quantity of items)	(total \$ amount)	(total \$ amount)	(total \$ amount)	(total \$ amount)
<b>Personnel</b>					
	<b>Magnet Resource Teacher</b>	\$20,000	\$40,000	\$42,000	\$102,000
	<b>Magnet Resource Teacher-</b>	\$20,000	\$40,000	\$42,000	\$102,000
	<b>Technology Integration Specialist (stipend)</b>	\$1,000	\$6,000	\$6,000	\$13,000
<b>After-School Lessons &amp; Tutorials (provided by staff)</b>	<b>After-School Tutorials</b>	\$1,000	\$2,000	\$2,000	\$5,000
<b>Substitutes</b>	<b>Substitutes for Staff Development and Planning Sessions</b>	\$1,000	\$1,000	\$1,000	\$3,000
<b>Stipends</b>	<b>Club Sponsors</b>	\$1,000	\$3,000	\$3,000	\$7,000
<b>Curriculum Development</b>	<b>Develop New Courses</b>	\$8,000	\$8,000		\$16,000
	<b>Total Personnel</b>	<b>\$52,000</b>	<b>\$100,000</b>	<b>\$96,000</b>	<b>\$248,000</b>
<b>Fringe Benefits</b>	Social Security	\$3,978	\$7,650	\$7,344	\$18,972
	Retirement	\$4,160	\$8,000	\$7,680	\$19,840
	Hospital Insurance	\$8,660	\$8,660	\$8,660	\$25,980
	Workman's Compensation				
	Dental Insurance	\$656	\$656	\$656	\$1,968
	Life Insurance	\$108	\$108	\$108	\$270
	<b>Total Fringe Benefits-To be divided among all required Fringe Benefits</b>	<b>\$17,562</b>	<b>\$25,074</b>	<b>\$24,448</b>	<b>\$67,030</b>
<b>Contractual Services</b>	<b>Mounting and wiring for screens, LCD projectors</b>	\$7,000	\$3,000		\$10,000

	Speakers/presenters during club activities	\$1,000	\$1,500	\$1,000	\$3,500
	International Courtyard	\$10,000			\$10,000
	Murals	\$10,000	\$5,000		\$15,000
	<b>Total Contractual</b>	<b>\$28,000</b>	<b>\$9,500</b>	<b>\$1,000</b>	<b>\$38,500</b>
<b>Membership/Program Fees</b>	World View Registration	\$1,000	\$1,000	\$1,000	\$3,000
	Magnet Schools of America	\$225	\$225	\$225	\$675
<b>Other</b>	Marketing	\$5,000	\$5,000		\$10,000
	Promotional Brochures, Banners	\$3,000	\$1,000	\$1,000	\$5,000
	<b>Total Other</b>	<b>\$9,225</b>	<b>\$7,225</b>	<b>\$2,225</b>	<b>\$18,675</b>
<b>Workshop Expenses</b>	Conference and Travel Expenses				
	International Travel to China	\$10,000			\$10,000
	Yoga, Tai Chi, Pilate	\$7,000			\$7,000
	International Conferences/Worldview	\$7,000	\$5,000	\$5,000	\$17,000
	School-wide Enrichment Model	\$20,000			\$20,000
<b>In House Staff Development</b>	Learning Focus Training, cooperative learning circles, cultural wheel training, SIOP, parental involvement strategies, Collins method, distance learning	\$10,000	\$5,000	\$0	\$15,000
	SmartBoard, Mimio setup, webpage design, E-pal training, powerpoint, E-Business, technology integration		\$7,000	\$5,000	\$12,000
	Staff retreats	\$4,000	\$3,000	\$2,000	\$9,000

	<b>Total Conference/Travel and staff development</b>	<b>\$58,000</b>	<b>\$20,000</b>	<b>\$12,000</b>	<b>\$90,000</b>
<b>Supplies and Materials (less than \$1,000)</b>	Computer work centers (35)/ 3 handicap accessible		\$9,520		\$9,520
	LCD projectors (20)		\$15,980		\$15,980
	Materials needed to teach Yoga, Tai Chi, Pilate/PE supplies and materials	\$4,000	\$6,000	\$2,000	\$12,000
	USB flash drives (50 - 1G)		\$1,750		\$1,750
	USB flash drives (500 - 128MB)		\$5,750		\$5,750
	Document Cameras (40)		\$11,700	\$11,700	\$23,400
	Science technology, global culture and media center books			\$35,000	\$35,000
	Eye wash stations (Science)			\$1,040	\$1,040
	Chemical Cabinets		\$2,300		\$2,300
	Mimio wireless model (35)		\$17,500	\$17,500	\$35,000
	Science/Social Studies libraries			\$1,500	\$1,500
	Virtual dissection software		\$500		\$500
	Listening stations with headphones	\$3,000			\$3,000
	Sony Maciva CD500(30) cameras		\$7,575	\$7,575	\$15,150
	A+ Manual/ kits(30)		\$6,000	\$6,000	\$12,000
	Art Supplies (Art Around the World)		\$10,000	\$10,000	\$20,000
	Sounds of the World		\$15,000	\$10,000	\$25,000
Materials needed to teach International Business and Culture		\$10,000	\$10,000	\$20,000	
Cords, batteries, remotes	\$10,000	\$5,000	\$3,000	\$18,000	
Maps, globes, flags, encyclopedias	\$13,000	\$5,000	\$2,000	\$20,000	
TI 84 Calculators (300)	\$10,000	\$10,000	\$10,000	\$30,000	

	Mandarin Chinese textbooks	\$4,000	\$4,000		\$8,000
	Mandarin Chinese Classroom materials	\$2,000	\$2,000	\$2,000	\$6,000
	Student Consumables in reading and math (500)	\$5,000			\$5,000
	LCD Projector Bulbs	\$5,000		\$5,000	\$10,000
	Enrichment Cluster's Manuals (45)	\$1,572			\$1,572
	Equipment storage centers (5)	\$2,185			\$2,185
	Digital Video Cameras(10)	\$2,000	\$2,000		\$4,000
	Monogrammed lab aprons (500)	\$5,000			\$5,000
	<b>Total Supplies</b>	<b>\$66,757</b>	<b>\$147,575</b>	<b>\$134,315</b>	<b>\$348,647</b>
<b>Software</b>	Rosetta Stone (Spanish and Mandarin Chinese Read 180		\$8,000		\$8,000
		\$38,000	\$2,800	\$2,800	\$43,600
	AVID software		\$200		\$200
	<b>Total Software</b>	<b>\$38,000</b>	<b>\$11,000</b>	<b>\$2,800</b>	<b>\$51,800</b>
<b>Equipment (more than \$1,000)</b>	TI Navigating System (10)	\$26,000			\$26,000
	Distance Learning Lab		\$6,000		\$6,000
	Handheld digital microscopes (30)	\$14,412			\$14,412
	Classroom performance system with chalkboard (3)		\$8,000		\$8,000
	Wireless laptop carts (3)		\$4,200		\$4,200
	LCD projectors (3)		\$4,500		\$4,500
	Projection Screens (40)			\$12,000	\$12,000
	Motorized projection screen (2)			\$8,000	\$8,000

	<b>Renovations for auditorium: sound system, curtains, ampitheater chairs, murals,</b>	\$20,000	\$3,000		\$23,000
	<b>Poster Printer</b>			\$5,000	\$5,000
	<b>Theme related displays and signage</b>	\$15,000			\$15,000
	<b>Weather Bug</b>	\$13,000			\$13,000
	<b>Corel Painter</b>		\$1,000		\$1,000
	<b>Webcams (24)</b>		\$15,264		\$15,264
	<b>Turnkey system</b>	\$18,000	\$2,400		\$20,400
	<b>Mobile handicap lab table</b>	\$2,500			\$2,500
	<b>Mobile stage and foldable risers with wheels</b>	\$10,000			\$10,000
	<b>Total Equipment</b>	<b>\$118,912</b>	<b>\$44,364</b>	<b>\$25,000</b>	<b>\$188,276</b>
<b>Computer Hardware</b>	<b>Laptops for math and science teachers and three laptop labs (45)</b>		\$58,500		\$58,500
	<b>Total Computer Hardware</b>	<b>\$0</b>	<b>\$58,500</b>	<b>\$0</b>	<b>\$58,500</b>
<b>Total Costs Direct</b>	<b>Total Direct</b>	<b>\$388,456</b>	<b>\$423,238</b>	<b>\$297,788</b>	<b>\$1,109,428</b>
<b>Total Costs Indirect</b>	<b>Total Indirect</b>	<b>\$11,281</b>	<b>\$12,699</b>	<b>\$8,747</b>	<b>\$32,727</b>
<b>Training Stipends</b>	<b>Workshop Participants</b>	<b>\$2,000</b>	<b>\$12,000</b>	<b>\$2,000</b>	<b>\$16,000</b>
<b>Total Costs</b>	<b>Grand Total</b>	<b>\$401,737</b>	<b>\$447,937</b>	<b>\$308,535</b>	<b>\$1,158,155</b>

## Justification

(part of school's program design that supports this budget request)

Implementation of Literacy and  
Renzulli and Accountability  
Coordinator  
Recruitment/Marketing and  
implementation of international theme  
and language.  
Responsible for training of teachers  
and upkeep of all computer  
equipment.

To aid in remediation through creative  
before and after school groups.

Allowing for teachers to plan  
collaboratively and attend training  
sessions.

Relationship building between  
students, faculty, parents and the  
community

Development of "wheel" and magnet  
themes

Rate-7.65%

Rate-8%

\$4330/yr/employee

not/applicable

328/yr/employee

\$54/yr/employee

Screens and LCD projectors in every  
classroom, auditorium, media center,  
and conference room

**Incorporating parent and community involvement in the after school clubs**

**Remodeling of courtyard to denote school theme**

**Visual promotion of the school's theme**

**Integrating a global perspective into every subject area and every grade level**

**Membership in professional organization for resources and training**

**To provide important information to the community in order to recruit students and teachers.**

**Advertising tool for school projects, theme and performances.**

**Accompanying Students on curriculum related trip**

**Certifications for PE teachers in order to teach courses - Theme integration into PE**

**Theme related staff development**

**Implementation of Joseph Renzulli Model**

**Research-based classroom practices that provides strategies for raising student achievement - Costs cover materials needed during and after training**

**To enable teachers to deliver instruction using technology integration - Costs cover materials needed during and after training**

**Staff development to train teachers on all aspects of our theme and team building**

Creation of computer centers in each classroom

Theme integration in PE

Used to store/save student information and data

Used to store/save student information and data

Integrating technology into the curriculum

Integrating reading into the curriculum

Science integration into the theme

Storage of science chemicals

Interactive technology in all classrooms

Reading across the curriculum

Integrating technology into the science curriculum

Used with ESL students to assist with reading and writing

Used in art and with after school photography club

Used in computer world class to teach students how assemble and disassemble computers as well as the internal parts/hardware

Global teaching of art

Teaching music on a global scale/instrument purchases

Teaching all aspects of global culture

Upkeep of technology integrated into every classroom

Social studies integration

To be used with TI 84 navigator system and wireless laptops in order to integrate technology into the math curriculum

Integrate language immersion

Integrate language immersion

End of grade testing materials in reading and math

Replacement bulbs for LCD projectors

Manuals for teachers to effectively implement clusters

Storage of classroom technology

Used in art and during after school club activities

Monogrammed with theme - safety of students in science labs

Language integration

Comprehensive reading intervention program that uses technology, print and professional development to meet the needs of students whose reading achievement level is below proficiency

Assist with student run TV show

Integrating technology into the math curriculum-wireless communication

Set up cost in order for teachers to sign up for live feeds with math, science, and global agencies

Integrating technology into the science classroom

Technology integration in the classroom that assists teachers in teaching through the use of remote controlled keypads

Storage for laptop labs

Technology integration to be placed in the auditorium, media center, conference room

One per classroom to enhance technology integration

To be mounted in media center and auditorium

Presentation of research clusters, international projects, international sounds of the world and art around the world. Programs held for parents presenting student projects and programs related to the international theme.

#### Learning Focused Posters

Promote theme to attract and retain highly qualified teachers and students

Monitor global weather patterns and utilize data

Technology integration into art

Assist with technology rich, global learning from students and educators around the world

Used with student facilitated news broadcasting show

Handicap accessibility for students in wheelchairs

Student usage during art and sounds of the world performances

Integrating wireless technology in the classroom to be used with labs, calculators, and other classroom technology

BUDGET for Reynolds Magnet School		Year 1	Year 2	Year 3	Total Year 1-3	Justification
(Item, cost of item, quantity of items)		(total \$ amount)	(total \$ amount)	(total \$ amount)	(total \$ amount)	(part of school's program design that supports this budget request)
<b>Personnel</b>						
Magnet School Coordinator		\$40,000	\$40,000	\$40,000	\$120,000	To oversee the overall operations of the magnet school. Will ensure that the school is compliant with regulations of the grant.
Magnet School Resource Teacher (1/2 time position)		\$20,000	\$20,000	\$20,000	\$60,000	Will assist the Coordinator in the operations of the magnet school.
Magnet School Resource Teacher (1/2 time position)		\$20,000	\$20,000	\$20,000	\$60,000	Responsible for development, implementation, and coordination of Humanities Wheel.
Tutors: Based on a rate of \$20/hour.		\$10,000	\$10,000	\$10,000	\$30,000	To provide additional student assistance to insure academic progress and success.
Substitutes		\$4,000	\$4,000	\$4,000	\$12,000	To provide substitute teachers for staff members to attend grant-related workshops and visit arts-based high schools for ideas.
Curriculum Development	After Hours Curriculum Development: Teachers will be paid \$20/hour	\$10,000	\$7,500		\$17,500	To provide time outside of the school day to develop arts-based units of instruction.

<b>Fringe Benefits</b>	<b>Total Personnel</b>	<b>\$104,000</b>	<b>\$101,500</b>	<b>\$94,000</b>	<b>\$299,500</b>
	Social Security	\$7,956	\$7,765	\$7,191	\$22,912 Rate-7.65%
	Retirement	\$8,320	\$8,210	\$7,520	\$24,050 Rate-8%
	Hospital Insurance	\$8,660	\$8,660	\$8,660	\$25,980 \$4330/yr/employee
	Workman's Compensation	\$700	\$700	\$700	\$2,100 not/applicable
	Dental Insurance	\$656	\$656	\$656	\$1,968 328/yr/employee
	Life Insurance	\$108	\$108	\$108	\$324 \$54/yr/employee
	<b>Total Fringe Benefits-To be divided among all required Fringe Benefits</b>	<b>\$26,400</b>	<b>\$26,099</b>	<b>\$24,835</b>	<b>\$77,334</b>
<b>Contractual Services</b>	<b>Instructional-Instructors for Specialized Arts Areas and Residencies</b>		\$40,000	\$40,000	\$80,000 To provide specific arts-based instruction (ex. Guitar instruction, acting, ceramics, etc.) for students participating in the three strands of the program.
	<b>Performance-Guest Artists to offer professional arts experiences</b>		\$40,000	\$40,000	\$80,000 To provide students with first class and high level performances to enhance their appreciation for the arts. Performances will include all of the various areas of the arts.
	<b>Total Contractual</b>	<b>\$0</b>	<b>\$80,000</b>	<b>\$80,000</b>	<b>\$160,000</b>

Membership/Program Fees	Arts Based Professional Association Dues	\$1,000	\$1,000	\$1,000	\$3,000	To pay membership and association fees in an effort to align with other magnet and arts-based schools and organizations.
Other	Marketing	\$10,000	\$5,000	\$5,000	\$20,000	To provide payment for a person or organization to deliver marketing services to help promote the magnet school.
	Promotional Brochures, Banners	\$7,000	\$5,000	\$3,000	\$15,000	To provide information to the community for the recruitment of students and teachers, as well as to advertise particular school projects and programs.
	<b>Total Other</b>	<b>\$18,000</b>	<b>\$11,000</b>	<b>\$9,000</b>	<b>\$38,000</b>	
Workshop Expenses	Conference and Travel Expenses	\$10,000	\$7,000	\$5,000	\$22,000	To provide registration, fees, transportation, lodging and food for training specifically designed for arts-based instruction at the high school level.

<p>In House Staff Development</p>	<p><b>Instructional Model Provider (Learning-Centered Schools)</b></p>	<p>\$74,000</p>	<p>\$57,000</p>	<p>\$57,000</p>	<p>\$188,000</p>	<p>To provide the teachers and staff with an instructional model focused on teacher efficacy. Staff development and associated experiences are geared towards enhancing teachers' methodologies in the classroom, making arts integration a more successful transition.</p>
	<p><b>Literacy Model</b></p>	<p>\$50,000</p>	<p>\$3,000</p>	<p>\$3,000</p>	<p>\$56,000</p>	<p>To provide students with below average reading levels an opportunity to increase their level of reading comprehension. Model will help students become more successful in their classes.</p>
	<p><b>Total Staff Development</b></p>	<p><b>\$134,000</b></p>	<p><b>\$67,000</b></p>	<p><b>\$65,000</b></p>	<p><b>\$266,000</b></p>	
<p><b>Supplies and Materials (less than \$500)</b></p>	<p><b>Orchestra sheet music</b></p>		<p>\$1,000</p>	<p>\$1,000</p>	<p>\$2,000</p>	<p>To provide additional resources to accommodate for the expanded curriculum for orchestra students. Sheet music also necessary for students in the Humanities Wheel.</p>

	Chorus sheet music	\$1,000	\$1,000	\$2,000	To provide additional resources to accommodate for the expanded curriculum for chorus students. Sheet music also necessary for students in the Humanities Wheel.
	Equipment dollies (3)	\$1,000		\$1,000	To be used to move large pieces of equipment around the classrooms and auditorium.
	Computer tables (15)	\$6,000		\$6,000	To be used to equip computer lab in new Arts facility.
	Drafting stools (32)	\$2,700		\$2,700	To be used in Visual Arts classroom to enhance student performance.
	Screen printing frames (50)	\$800		\$800	To be used in Visual Arts classroom to enhance student performance.
	Various Art supplies	\$2,000	\$1,500	\$3,500	To be used in Visual Arts classroom to provide resources for expanded course offerings.
	Digital Cameras (15)	\$4,000		\$4,000	To be used in Visual Arts classroom to provide resources for expanded course offerings.
	Ballet Barres (5)	\$1,000		\$1,000	To equip the Dance studio appropriately to enhance student performance.

	Musical tapes (Dance)		\$1,000		\$1,000	\$1,000 To provide the Dance students with the music necessary to maximize their experiences within the curriculum.
	Percussion Instruments (Dance)		\$500		\$500	\$500 To provide the Dance students with the music necessary to maximize their experiences within the curriculum.
	Dance costumes	\$3,000	\$5,000	\$2,000	\$10,000	\$10,000 To provide the Dance department with the necessary resources used to produce high quality productions.
	Leotards/tights		\$3,500	\$3,500	\$7,000	\$7,000 To provide Dance students with appropriate attire during Dance classes.
	Resource Library (Dance)		\$600		\$600	\$600 To provide resources for Dance teachers to effectively deliver their curriculum.
	Resource Library (Drama)		\$1,500		\$1,500	\$1,500 To provide resources for Drama teachers to effectively deliver their curriculum.
	Various batteries and chargers		\$500	\$500	\$1,000	\$1,000 To be used to help maintain all types of electronic equipment across all arts curriculum areas.
	Metal Folding Chairs (20)		\$800		\$800	\$800 To equip the Drama room appropriately to enhance student performance.

<b>Flipforms (4)</b>		\$2,000	\$2,000	\$2,000	To be used as props for various performances in the Drama department.
<b>Folding Tables (8)</b>		\$700	\$700	\$700	To equip the Drama room appropriately to enhance student performance.
<b>Bass/Cello racks (10)</b>		\$3,200	\$3,200	\$3,200	To be used by Orchestra teacher and students to store and protect the instruments.
<b>Guitars (40)</b>		\$5,200	\$5,200	\$5,200	To be used by Music department to help deliver specialized and high quality instruction to students.
<b>Various Art prints</b>	\$5,000	\$2,500		\$7,500	To be used around the campus and throughout the buildings to create an arts-rich learning environment.
<b>Total Supplies</b>	<b>\$17,700</b>	<b>\$36,800</b>	<b>\$9,500</b>	<b>\$64,000</b>	
<b>Chorus software</b>		\$2,800		\$2,800	To provide the Chorus teachers and students the resources to deliver a high quality curriculum.
<b>Art software</b>		\$10,000		\$15,000	To provide the Visual Art teachers and students the resources to deliver a high quality curriculum.
<b>Total Software</b>	<b>\$0</b>	<b>\$12,800</b>	<b>\$5,000</b>	<b>\$17,800</b>	

Equipment (more than \$500)					
Orchestra Instruments	\$30,000	\$14,000	\$44,000	To be used by Orchestra department to provide additional opportunities and resources for students.	
Lighting equipment (to be used to create Black Box Theatre)	\$45,000		\$45,000	To be used by Drama department to deliver high quality productions.	
Sound equipment (to be used for Black Box Theatre)	\$13,000		\$13,000	To be used by Drama department to deliver high quality productions.	
Rollershades (includes installation)	\$10,800		\$10,800	To be used to darken classroom to help create the Black Box Theatre.	
Bleachers	\$10,000		\$10,000	To be used in the Black Box Theatre for performances.	
Editing Stations (3)		\$11,000	\$11,000	To be used by Drama department to deliver high quality productions.	
Camera		\$4,000	\$4,000	To be used by Drama department to deliver high quality productions.	
Mini-camcorders (5)		\$3,500	\$3,500	To be used by Drama department to deliver high quality productions.	
Drafting tables (8)		\$9,000	\$9,000	To be used by Visual Art classes to appropriately equip classroom.	
Printing Press Station		\$2,500	\$2,500	To be used by Visual Arts classes to effectively deliver a high quality curriculum.	
Storage units (3)		\$2,300	\$2,300	To be used by Visual Arts classes to appropriately equip classroom.	

Drying cabinet		\$1,500	\$1,500 To be used by Visual Arts classes to appropriately equip classroom.
Damp cabinet		\$1,900	\$1,900 To be used by Visual Arts classes to appropriately equip classroom.
LCD projectors (35)	\$35,000		\$35,000 To be used in every classroom to enhance classroom instruction and learning comprehension. Projectors will be used by staff to diversify and differentiate classroom strategies.
Costume racks (4)		\$2,400	\$2,400 To be used by Drama and Dance departments to properly store costumes.
Make-up stations (3)		\$2,700	\$2,700 To be used by the Drama department to appropriately equip classroom space. To be used for high quality productions as well.
Piano Lab w/controller		\$21,000	\$21,000 To be used by Music department to deliver specialized high quality instruction to their students.
Digital Pianos (3)		\$10,000	\$10,000 To be used by Music department to deliver specialized high quality instruction to their students.
Chimes		\$1,500	\$1,500 To be used by Music department to deliver specialized high quality instruction to their students.

<p><b>CD/DVD duplicator</b></p>	<p>\$2,000</p>	<p>To be used by Music department to deliver specialized high quality instruction to their students.</p>
<p><b>Sound systems (3)</b></p>	<p>\$4,000</p>	<p>To be used by Music department to deliver specialized high quality instruction to their students.</p>
<p><b>Document cameras (2)</b></p>	<p>\$1,200</p>	<p>To be used by Music department to deliver specialized high quality instruction to their students.</p>
<p><b>Paper folder</b></p>	<p>\$3,000</p>	<p>To be used within the arts department to fold programs for school productions.</p>
<p><b>4-step Risers (4)</b></p>	<p>\$1,500</p>	<p>To be used by the Music department for high quality productions.</p>
<p><b>Bleachers (2)</b></p>	<p>\$5,000</p>	<p>To be used by the Music department for high quality productions.</p>
<p><b>DVD players (60)</b></p>	<p>\$6,000</p>	<p>To be used in every classroom to enhance classroom instruction and learning comprehension.</p>
<p><b>MP3 players (125)</b></p>	<p>\$6,500</p>	<p>To be used to enhance arts-based campus experiences by providing museum-like tours for students.</p>

	<b>Projection systems (3)</b>		\$15,000	\$15,000	\$15,000	To be used to enhance arts-based campus experiences by providing multi-media presentations for students.
	<b>Performance stage</b>		\$7,500	\$7,500	\$7,500	To be used to enhance arts-based campus experiences by providing a performance area for artists during lunch periods.
	<b>Acoustical Shell</b>	\$30,000			\$30,000	To provide financial assistance for community-based fundraising effort to purchase acoustical shell for the auditorium.
	<b>Total Equipment</b>	\$194,800	\$118,000	\$0	\$312,800	
	<b>Computer Hardware</b>					
	<b>Scanners (2)</b>		\$300		\$300	To be used to equip computer lab in new Arts facility.
	<b>Computers (30)</b>		\$40,000		\$40,000	To properly equip computer lab in new Arts facility.
	<b>Printers (2)</b>		\$5,700		\$5,700	To be used by Visual Arts and Drama departments to enhance the delivery of their curriculum.
	<b>Flash Drives (100)</b>		\$10,000		\$10,000	To be used by every teacher to enhance classroom instruction and learning comprehension.
	<b>Total Computer Hardware</b>	\$0	\$56,000	\$0	\$56,000	
	<b>Total Direct</b>	\$494,900	\$509,199	\$287,335	\$1,291,434	
	<b>Total Costs Direct</b>					

<b>Total Costs Indirect</b>	\$14,569	\$14,991	\$8,459	\$38,019	Rate- 02944 %
<b>Training Stipends</b>	\$15,000	\$15,000	\$15,000	\$45,000	To pay teachers for attending training during the summer and after regular school hours
<b>Total Costs</b>	<b>\$524,469</b>	<b>\$539,190</b>	<b>\$310,794</b>	<b>\$1,374,453</b>	