

An Application for
New Hanover Charter School

New Hanover County, N.C.

D.C. Virgo Urban Prep Charter Academy



New Hanover County Schools
Reach, Equip, Achieve.

In Partnership With

The Blue Ribbon Commission



November 10, 2011

Submitted to:
Office of Charter Schools
North Carolina State Board of Education
North Carolina Department of Public Instruction
6303 Mail Service Center, Raleigh, N.C. 27699-6303

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: D.C. Virgo Urban Prep Charter Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:
Blue Ribbon Charter School of New Hanover County

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

D.C. Virgo Urban Prep Charter Academy of New Hanover County will apply for non-profit status upon approval of application.

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Dr. Tim Markley, Ed. D.

TITLE/RELATIONSHIP TO NONPROFIT: Board Member

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Location of Proposed Charter School (LEA): 813 Nixon Street, Wilmington, NC 28401, New Hanover County

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted:

If a public school, give the name and six-digit identifier of the school being converted: _____-_____-_____


The targeted population is middle school students who live in the Wilmington Promise Neighborhood-Youth Enrichment Zone which has a population of 1,599, with a total of 794 households, and is predominantly African-American at 94%, 22% of which are school age. Most of the youth live in single parent homes and have underperformed in school for a variety of circumstances.

Proposed Grades Served: 6-8 Proposed Total Enrollment: 360

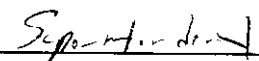
Projected School Opening Year 2012 Month July

School Year	Grade Level(s)	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	6	120		X
Second Year	6-7	240		X
Third Year	6-8	360		X
Fourth Year	6-8	360		X
Fifth Year	6-8	360		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this Application on behalf of the applicant.



 Signature



 Title

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III. Mission, Purpose and Educational Focus

A. MISSION:

The mission of the D.C. Virgo Urban Prep Charter Academy is to provide a comprehensive, high-quality middle school education that promotes academic rigor, builds positive relationships and fosters a respectful environment for young men and women that results in their succeeding in high school and post secondary education.

EVIDENCE FOR THE NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION

The neighborhood of the D.C. Virgo Urban Prep Charter Academy is an area receiving focus by a coalition of public and private organizations and citizens. It is called the Wilmington Promise or Youth Enrichment Zone which reflects the following indicators of need on demographic and educational statistics:

Historical Perspective

A coalition of local community leaders concerned about the plight of inner-city children and youth, after much in-depth study, organized a non-profit organization, the New Hanover County Blue Ribbon Commission (BRC), to begin search for solutions to improve educational and social conditions for the neighborhood. Staff members and volunteer advisors to the New Hanover County Blue Ribbon Commission have been diligently working to ameliorate problems that have festered from years of neglect. Working with the New Hanover County School System, the idea for a Charter School for the focus area emerged. With encouragement and ideas from parents, interested citizens, and school officials, this proposal has been developed for consideration by the Office of Charter Schools and the State Board of Education.

Schools and Children at the Center

In line with the purpose of the U.S. Department of Education Office of Innovation and Improvement Promise Neighborhoods Program, the New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence (BRC) Youth Enrichment Zone (YEZ) will assist New Hanover County Schools and the D.C. Virgo Urban Prep Charter Academy in improving the educational and developmental outcomes of children and youth in the most distressed communities, and transform those communities. First and foremost, the children are at the center of the YEZ; therefore, it is critical that a tremendous amount of focus be placed on schools that provide quality education for neighborhood children. The following schools serve YEZ students: Snipes Academy of Arts and Design, Williston Middle School, and New Hanover High School, with early care and education transitions from Johnson Pre-K and New Hanover County Head Start. The goal is to provide individualized services for each school to better serve the needs of its students as well as develop better transitions from early care/Head Start/Pre-K to elementary school, elementary to middle school, middle to high school and high school to post-secondary education. Children and families who live in the neighborhood are the primary focus of the YEZ; however, some students who attend schools but do not live in the YEZ may benefit from services provided.

Listed below are selected evidences of the need for the proposed school:

Economic

- The total population of the Wilmington Promise Neighborhood - Youth Zone is 1,599, with a total of 794 households, and is predominantly African-American at **94%**;
- Neighborhood per capita income of **\$12,295** as compared with national per capita income - \$27,041; NC - \$24,547; and Wilmington - \$21,503;
- Neighborhood families living in **poverty 48%**; children living in **poverty 55%**;

- Neighborhood single parent households **70%**;
- Of the neighborhood households, **70%** are renter occupied and 30% are owner occupied; and 14% of the homes in the zone are vacant;
- **32%** of the zone population is age 18 or under and 62% is over 18; and
- **55%** of 18-to-24 year-olds in the neighborhood zone do not have a high school diploma and **0%** have a bachelor degree or higher.

Health

- The county ranks **4th** in mortality and **5th** in morbidity in North Carolina;
- There has been a **17%** increase in the pregnancy rate of 15-17 year old females;
- **15.3%** of the children have been determined to be obese; and
- **13.5%** of the children were low birth weight babies.

Crime

- **High** violent crime rate (802.5) as compared to other NC metropolitan areas: Winston Salem-752.9, Fayetteville-728.8, Durham-699.4, and Raleigh-492.9;
- The D.C. Virgo Urban Prep Charter Academy neighborhood has the **highest** density of violent crime in the city & county; and
- The juvenile delinquency rate in the area is **38.31%**.

Education

- In 2010-11, New Hanover County Schools tied with Durham County Schools at **92nd** in the state in overall Four Year Cohort Graduation rate; in 2009-10, New Hanover County Schools was 83rd;
- In 2010-11, New Hanover County Schools **Economically Disadvantaged** students' graduation rate ranked **113th** out of 115 school districts in North Carolina in 2009-10, New Hanover County Schools ranked 109th out of 115;
- In 2010-11, out of 104 school districts which had an **African-American** subgroup, New Hanover County Schools graduation rate of African-American students ranked **100th**;
- The elementary feeder school for the D.C. Virgo Urban Prep Charter Academy neighborhood had **95.66%** of the children on Free and Reduced Priced Lunch;
- Of the 88 drop outs at New Hanover High School, (the high school for the Virgo neighborhood area), **48%** were African-American yet this group represents only 25% of the student population; and

- The elementary feeder schools from which the D.C. Virgo Urban Prep Charter Academy School neighborhood would solicit enrollment have EOG scores as follows: Snipes Academy of Arts and Design, **39.9%** reading and **54.3%** mathematics; Gregory Elementary School, **57.4%** reading and **77%** mathematics; Freeman Elementary School **62.1%** reading and mathematics **74.6%**.

B. PURPOSES OF PROPOSED CHARTER SCHOOL

The D.C. Virgo Urban Prep Charter Academy School will operate within the **six** legislative purposes set forth in North Carolina General Statutes 115C-238.29A. These legislative purposes and those of the school are set forth below:

1. Increased Student Learning

Learning Environment:

In order to ensure learning is optimized in an environment that focuses attention on respect and other principles and core values a required weekly class on ethics will be required, based on a model developed by Boston Prep Middle School. In this class students will learn how philosophers such as Plato, Aristotle, Rousseau and Gandhi understood ethical core values. Students will address the relationship between the principles of non-violence espoused by Gandhi and Dr. Martin Luther King, Jr. They will consider respect for the community through the lens of Rousseau's social contract. They will examine respect through the integrity and democratic imperatives espoused by Plato and Aristotle. Students will also draw on these perspectives to consider their own roles and responsibilities as students, family members, and citizens. They will also project on how these core values can play a pivotal role in their success.

Teaching Method:

To stimulate learning, requires a faculty who both understands and can demonstrate on a daily basis a classroom curriculum and methodology that develops within students: a disciplinary mind, a synthesizing mind, a creating mind, a respectful mind, and an ethical mind. These teaching methods utilized in the school will focus on cognitive skills required by the first three aforementioned minds, but the final two, respectful and ethical minds will focus on how people interact and relate to others. These teaching methods will use the *Common Core and Essential Standards* as focal points of learning, so as to equip students for future academic success by preparing them with the knowledge and skills to compete and collaborate in a global society.

Technology:

Multi-media technologies such as "smart boards" and "electronic libraries" will permeate each classroom of the school. Each student will be provided a free one-to-one laptop computer during the school year to access data bases, reference materials, and other learning tools essential for augmenting and supplementing all curriculum materials and teaching methodologies utilized by the teaching staff.

Dress Code:

Students will be required to dress in appropriate attire daily. Boys shall wear a navy blue blazer, white or blue shirt, school tie, and khaki slacks. Girls shall wear either a khaki jumper or navy blue blazer, white or blue blouse, khaki skirt or slacks. An initial set of required dress attire will be provided by the school, to the students, through funds provided by a generous benefactor. Cleaning of the attire is the responsibility of the students and his/her family. However, discounted dry cleaning will be provided for students enrolled at D.C. Virgo Urban Prep Charter Academy should families choose to utilize the services of this vendor.

Subsequent replacement of the attire will be the responsibility of the students through a combination of an on site school clothing supply store where outgrown blazers and other required school attire may be recycled, to fundraisers which are designed to teach students the importance of working to achieve personal and community goals, to donations from individual citizens and corporate sponsors obtained for this purpose.

2. Increased Learning Opportunities

To ensure learning opportunities for all students, with a special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted, the following strategies will be incorporated into classroom and school operations.

Classroom Environment:

To ensure expanded learning opportunities the faculty, staff and students who are enrolled at D.C. Virgo Urban Prep Charter Academy will incorporate a "win-win" rather than a "win-lose" philosophy to all learning interactions and problems. This will avoid the domination and disempowerment that occurs in many classrooms which diminish learning opportunities for everyone. A "win-win" philosophy incorporated by the teaching staff is an approach which emphasizes giving students opportunities to develop self-control and self-management by offering some autonomy within a structure that protects the teachers ability to teach and the students ability to learn through offering choices, focusing on positive consequences, communicating clearly, responding to conflict non-reactively, building relationships with parents, and consistent follow through.

Academic Component:

To ensure that each student has a plan of action to ensure academic success, past educational performance on end-of-grade reading, mathematics, and writing tests will be examined for strengths and weaknesses. In addition, a battery of diagnostic tests will be taken by each enrollee to ascertain his/her areas which should be targeted for improvement. These assessments include, but are not limited to:

- ✓ *The Biggs' Study Process Questionnaire* will be used as a diagnostic tool to identify "at-risk" students. This information will be used to assist the student in identifying learning strategies that will transition he/she to achieving at a higher level;
- ✓ *The Watson-Glazer Critical Thinking Assessment* will be used to identify the student's level of thinking and to develop learning activities to enhance his/her higher order thinking skills;
- ✓ *The Learning Style Inventory* will be used to ascertain the student's primary and secondary learning styles and will be used to develop learning strategies designed to build on a student's strengths to enhance academic achievement;
- ✓ *Diagnostic Reading Instruments* will be used to determine reading comprehension difficulties. This data, in turn, will be used to devise interventions to mitigate reading comprehension issues. This instrument provides a summary of the learner's strengths and weaknesses, as an oral reader, responsive reader, interpretative reader and critical reader; and

- ✓ *Diagnostic Mathematics Instruments* will be used to determine mathematical understanding of concepts, mathematical problem solving strategies, mathematical reasoning, and mathematical communication.

Using the results of these assessments, teachers will work with the student and parent to establish a *Personal Performance Plan* that sets forth benchmarks, interventions, monitoring and accountability procedures. The *Personal Performance Plan* will set forth a realistic plan of action for the student to achieve grade level proficiency or higher. During the sixth grade so that he/she may master the D.C. Virgo Urban Prep Charter Academy curriculum.

The Academic Component provides a very rigorous college preparatory curriculum that focuses on reading, writing, public communication, mathematics, and foreign language. Additionally, curricular emphasis will be placed on the thought processes required to succeed through teaching students to think and reason using techniques from scholars in various disciplines. To accomplish this, all students will be required to enroll in a rigorous Common Core of Analytical Mathematics, Scientific Processes, Social Sciences Inquiry and Literacy, and Technical Reading Analysis Thinking that will be taught by a team of teachers with extensive backgrounds and work experiences in these foundational areas.

Service Component:

In addition to the incorporation of these principles into enhancing classroom learning opportunities, students will engage in a service component of the curriculum. This initiative is designed to deepen a sense of responsibility by assisting students in identifying community needs and completing volunteer programs to address these needs.

Activity Component:

This learning opportunity requires students to participate in one school sponsored activity per year such as a sports team or club in order to more fully develop their confidence, interpersonal and leadership skills, and respect for others.

The Professional and College Component:

This component of the D.C. Virgo Urban Prep Charter Academy provides opportunities for students to spend time in a professional setting on a college/university campus to increase their understanding of the wider world, reinforce character and leadership development, and to serve as a means for students to gain valuable experience.

Family and Community Involvement Component:

This component incorporates learning opportunities that involve the following:

- Family Involvement
 - Involvement in the school by the students' family, family/community members supportive of his/her aspirations, community-based group support and group advocates is required and will be a key element in the students' success.
- Academic, Personal, and College Counseling
 - Each 6-8 grade student will have a personal counselor and a college counselor. These two professionals work with the student to ensure that both the curricular and professional/college components of the program are successful experiences.

- Student Success Groups
 - Each student is expected to and shall be a part of a small team of students led by a teacher that meets daily to provide peer mentoring and support.
- Summer Programs
 - Students will be involved in summer programs and internships throughout New Hanover County and Southeastern North Carolina designed to promote academic, professional, and service success.
- The New Hanover County Blue Ribbon Commission will support the school and implementation of these components in a variety of ways.

Continuum of Services and Solutions

Our primary focus for the YEZ is serving Snipes Academy and D.C. Virgo Urban Prep Charter Academy with the potential to serve close to hundreds of children. Based on research, evidence, and data, the Wilmington Promise Neighborhood will plan solutions to assist families to remove barriers that prohibit the academic success of students, which include: parenting education, quality early care and education, school supports, wrap around care, literacy and life-long learning, college and career exploration, workforce preparation/employability, and neighborhood/community engagement. While the school will focus on their intervention models, curriculum, and instruction; we will support them with an office on-site and with a Youth Enrichment Zone Specialist who will work closely with the school social workers and/or counselors, as well as the Strategic Enrichment Zone Director who will focus on community relations, community building and fundraising, and BRC administration. The BRC and YEZ will focus on coordinated community services, support for students and families. The BRC will pursue grants and other funding to provide the following:

Parenting Education – coordinating and connecting parents to parenting programs that educate current and expecting parents on subjects such as stages of children and youth development and appropriate discipline. Smart Start of New Hanover County is a *Touchpoints™ Approach* site and we use the value tool for the work in the Youth Enrichment Zone. Training for all service providers would help create a common language and an expectation for interactions with families. As a proven effective practice, it will enhance the work of the various service agencies. Also, supporting the school with their PTA/PTO and/or Community Advisory Committee.

School Supports – coordinating the provision of before and after school programs that are tied to academic instruction and activities of the school as well as a summer program; both programs would have teachers and possibly students from Cape Fear Community College and the University of North Carolina at Wilmington.

Literacy and Life-long Learning – coordinating the provision of opportunities for older youth, young adults and adults to acquire a GED, attend adult high school and/or acquire training and certifications to become better educated and employable (adults and older siblings).

College and Career Exploration – coordinating and connecting children and families to opportunities to assist with preparing for college including college applications, filing state and federal incomes taxes, FAFSA (which taxes and FAFSA can be applied for in our office at no charge using The Benefit Bank®), college tours, and career exploration programs (older siblings).

Workforce Preparation/Employability – coordinating and connecting youth and families to training and paid work experience for older youth, young adults, and adults; currently the Cape Fear Workforce Development Board/Youth Council Workforce Investment Act contractors offer services, but they are limited due to budget cuts (adults and older siblings).

Neighborhood/Community Engagement – coordinating and building upon and expanding the current Resident Council and Youth Council to be change agents in the neighborhood. Some activities will include: Town Hall Meetings, beautification projects, and community events.

Volunteers – coordinating and connecting volunteers to the school, including mentors to children.

The New Hanover County Blue Ribbon Commission will assist the charter school in becoming a beacon in the community. The BRC will also assist in obtaining additional funds for the charter school and fund services for children and families, through pursuing relationships and requests to local businesses and corporations, and writing grant proposals.

3. Encourage the Use of Different and Innovative Teaching Methods

Teaching Methods:

Teaching methods will include strategies designed to meet the unique learning needs of the students enrolled at D.C. Virgo Urban Prep Charter Academy. These include:

- Use of a variety of assessment tools to ascertain academic performance levels in various disciplines, learning styles, leadership qualities such as time management, organizational skills, communication styles, conflict management style, thinking processes, goals and aspirations. This information will be used by the instructional team to design meaningful learning experiences that foster academic rigor and relationships, which are positive. Results of these assessments will also be used by counselors to assist students in developing goals and action plans for self-improvement.
- Differentiated staffing designed to provide students with alternative approaches to thinking and learning through exposure to faculty members who function in different roles such as a large group presenter, a small group concept or learning principles facilitator, problem solving coach, Socratic or academic thinking process teacher, and real life experience professional or career applications instructor. This curriculum design and instructional team will work to ensure that the *Common Core and Essential Standards* curriculum is taught through different approaches that address the learning needs and performance levels of students by a faculty and staff with a variety of skills so that students may both master and apply concepts learned.
- Students will be provided evaluation rubrics which will set forth requirements for course grading.
- Students will stand when speaking within the classroom while addressing their team of classroom instruction teachers or peers so as to develop the speaking and oratorical skills essential for building self-confidence and self-esteem so essential for future academic and/or career success.
- Learning activities will be designed using criteria that ensures classroom curriculum and methodology that develops within students: a disciplinary mind, a synthesizing mind, a creating mind, a respectful mind, and an ethical mind.
- Students will be required to make formal presentations to a panel of experts and to grade level peers at the completion of the nine week assignments. These presentations will include being evaluated on public speaking, content, inquiry methodology, technical writing of report and use of technologies in sharing content and research findings from curricular learnings for that marking period. This learning methodology is designed to assist students in synthesizing.
- Various technologies will be utilized in the classroom to ensure that instruction is both efficient and exciting.

4. Create New Professional Opportunities

While the staff will bring to the students a wide variety of backgrounds and experiences, it is essential that each staff member have a full understanding and mastery of the curriculum and instructional skills essential for ensuring student success at D.C. Virgo Urban Prep Charter Academy. Thus, all faculty will undergo a professional development Summer Institute, both direct and on-line, provided by an experts in the focus areas of the school for two months prior to the opening of the school year. They must be able to demonstrate mastery and confidence to implement the concepts learned in their collective and individual learnings based on pre-established criteria. These professional learning opportunities initially shall include, but are not limited to:

- Building and Sustaining a Respectful and Caring School and Classroom Culture of Student and Faculty Success: Win-Win for All

To foster learning environments in which true democratic principles are applied and to establish a school culture that embodies dialogue. It is critical that faculty and staff members learn to empower students to make wise decisions and to foster a mutually respectful concern for all enrolled and those who teach in the school. This professional development opportunity will address essentials for all participants to engage in respectful interactions in which respectful students can flourish and blossom.

- Developing Core Ethical Values

To ensure that the core ethical values of the school are both understood and may be actualized daily by students and staff, professional development will be required to understand and demonstrate the five core ethical values of courage, compassion, integrity, perseverance, and respect; and how to both subtly and directly incorporate these values into daily learning experiences for students at D.C. Virgo Urban Prep Charter Academy.

These values and skills will also require that all faculty and staff have an understanding of the ethics embodied in the philosophies of Plato, Aristotle, and Gandhi. This will enable them to develop teaching strategies to enhance ethical thinking in both the curriculum design and classroom implementation of these values.

- Developing Minds of the Future

Building a solid foundation in how to design and implement instructional strategies for developing a disciplinary mind, a synthesizing mind, a creating mind, a respectful mind, and an ethical mind is essential for student success in the classroom and for maximizing future secondary and post secondary learning opportunities. Faculty members will engage in mastering these skills set forth by Harvard Professor Howard Gardner. They will design learning activities to both introduce and sustain in students these thinking skills essential for academic and vocational success.

- Academic Skills Thinking in Technical Reading, Analytical Mathematics, Scientific Processes, and Social Science Inquiry

To facilitate learning that reinforces the importance of a disciplined, synthesizing, creative, respectful, and an ethical mind, All faculty members will also learn to master the thinking processes required in various academic disciplines to which students will be expected to demonstrate mastery in meeting academic classroom standards. Teachers will design actual learning activities, facilitate and enhance academic thinking skills in each content area so as to ensure curriculum design that maximizes these thinking skills.

- Criteria Based Learning Using the Common Core and Essential Standards

To ensure that all faculty members both understand and may execute criteria based learning, professional development will be provided on the development of rubrics for use in the classroom. The rubric design process will focus on how to establish criteria which incorporate all facets of the classroom application of core ethical values, thinking processes, problem and project-based learning, and mastery of the Common Core and Essential Standards in the content areas.

- Using Formative Evaluation to Enhance Learning

Critical to student success in any learning endeavor are ongoing process and product evaluative measures that assist him/her in incrementally mastering learning outcomes. Professional development will be provided to all staff members which both provides them with the knowledge of these formative measures and how to use them to improve student learning and success.

- Enhancing Technological Awareness

To ensure that curriculum design and delivery both appeal to and maximize student's technological prowess, professional development will be provided for teachers that focuses on classroom applications of appropriate learning tools and strategies which will enhance student skill development.

- Facilitating Parental and Family Involvement and Support for Student Classroom Success

An essential component to creating a school culture for academic success is parent and family involvement. This is particularly difficult when addressing the developmental needs of adolescents and families who traditionally have not had positive relationships with traditional schools. To facilitate the involvement and foster support for students which is needed at home for families, professional development will be provided which incorporates an understanding of success strategies that build awareness and understanding of how to engage families in a dynamic synergy with schools.

- Curriculum and Instructional Design for Ethics Focused Content Thinking and Problem and Project Based Learning

To ensure the implementation of how all critical elements of the aforementioned components will be integrated to create a classroom and school synergy which maximizes student learning, professional development will be provided on the design of instruction which facilitates student academic, social and emotional growth, development, and success.

5. Provide Parents and Teachers with Expanded Choices

To expand the types of educational opportunities that are available within the public school system, the following principles will be used as operational standards for the D.C. Virgo Urban Prep Charter Academy; thereby, providing parents expanded choices for their student(s). These principles also provide teachers a core set of expectations for students. These principles are:

- A focus on developing the academic, social, and emotional growth, of each student through the interconnected and interdisciplinary components of academics, service, activities, professional and college awareness, and parent and family involvement;
- Required dress code;

- A curriculum focused on core ethical values of courage, compassion, integrity, perseverance and respect;
- A curriculum focused on developing a disciplinary mind, a synthesizing mind, a creating mind, a respectful mind and an ethical mind;
- A curriculum focused on academic skills, and critical thinking skills in technical reading, analytical mathematics, scientific processes and social science inquiry;
- Required parental involvement; and
- A school culture and environment that incorporates classroom teaching strategies that incrementally build the academic, social and emotional self-confidence and self-esteem of each student.

6. Hold the School Established Under This Part Accountable

To ensure that D.C. Virgo Urban Prep Charter Academy meets measurable student achievement results, and provides the school with a method to change from a rule-based to performance-based accountability system the following strategies will be deployed to enhance personal responsibility from students, faculty, staff and parents:

✓ Use of a Variety of Entry Performance of Assessment Tools

These assessment instruments are designed to ascertain academic performance levels in various disciplines, learning styles and leadership qualities such as time management, organizational skills, communication styles, conflict management style, thinking processes, ethics, goals and aspirations. The results will be shared with each student and his/her parent(s) or guardian(s) to establish a baseline for beginning learning, academic and personal goals to be achieved during the school year.

✓ Formative Assessments

A variety of formative assessments will be incorporated into the learning process. These include benchmark test results and rubric evaluation of both individual and small group academic work. Additionally, periodic assessments related to self-growth such as organizational and self-management will be utilized to assist the student and parent in evaluating progress on non-academic measures.

✓ End-of-Grade and National Achievement Testing

North Carolina End-of-Grade tests will be utilized at each grade level. Additionally, students will be administered the *Iowa Test of Basic Skills* to ascertain how they perform relative to nationally validated tests.

✓ Student Perception of Teaching Style

Using a validated instrument, students will evaluate the teaching of their instructors both individually and as an instructional team. These will be administered on a quarterly basis throughout the school year and will be used by faculty members to strengthen instructional delivery, and provide personal and team accountability for themselves and each other.

✓ School Climate Inventory

To ensure ongoing assessment of school climate from the perspective of students, parents and teachers, a validated inventory will be administered at the end of each semester. Based on results of the School Climate Inventory, if needed and where appropriate, adjustments and improvements may be effectuated in school operations and classrooms.

✓ Parent Involvement Rating Scale

Using a Likert system, a Parent Involvement Rating Scale will be used by parents, students, and teachers to evaluate parental involvement in the school and student learning. Using the results of these three perspectives, parents will be asked to reflect on the consistency of the rankings and how they can make modifications, if appropriate in their involvement in their child's education.

C. EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

Parents who are interested in providing their middle school age child(ren) an education that promotes and practices the ethical values of courage, compassion, integrity, perseverance, and respect through structured academics, service, extra-curricular activities, professional, and college awareness activities which require parent and family involvement should consider D.C. Virgo Urban Prep Charter Academy.

Learning is focused on developing a disciplinary mind, a synthesizing mind, a creating mind, a respectful mind, and an ethical mind. It accomplishes this through a curriculum focused on academic skills, which focus on thinking required in technical reading, analytical mathematics, scientific processes and social science inquiry. These thinking processes are applied in learning activities which address the *Common Core and Essential Standards* utilizing project and problem based learning.

Additionally, the school will utilize various multi-media technologies in the delivery of instruction. All students will be provided an individual laptop computer for use during the school year.

Male students are required to dress in a blazer, khaki trousers, white or blue shirt, and school tie. Female students are required to wear either a khaki jumper or navy blue blazer, white or blue blouse, khaki skirt or slacks. Initial school clothing is provided through a grant from a generous benefactor.

IV. Governance

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation will jeopardize the application review.

A. PRIVATE NONPROFIT CORPORATION (N.C.G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the N.C. Secretary of State by the final approval interview date.

Name of Private Nonprofit:

D.C. Virgo Urban Prep Charter Academy of New Hanover County

Mailing Address: 6410 Carolina Beach Road

City/State/Zip: Wilmington, N.C. 28412

Street Address: 6410 Carolina Beach Road, Wilmington, N.C. 28412

Email: Tim.Markley@nhcs.net

Phone: 910-763-5431

Fax: 910-254-4226

Name of registered agent and address: Wayne Bullard, Attorney at Law
Hogue Hill LLP
101 S. 3rd Street
P. O. Drawer 2178
Wilmington, N.C. 28402-2178

FEDERAL TAX ID: To be applied for upon receipt of Charter from the State Board of Education

B. TAX-EXEMPT STATUS (501 (c)(3)) (N.C.G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

- Yes (copy of letter from federal government attached)
 No Applied For

Note: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (N.C.G.S.115C-238.29E(b))

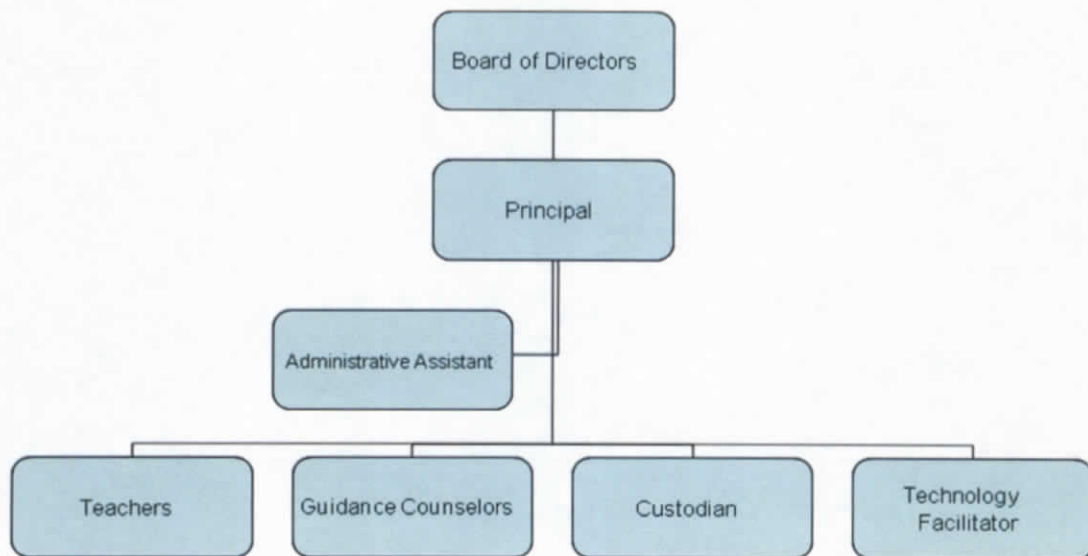
C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (N.C.G.S. 115C-238.29B(b)(3); N.C.G.S. 115C-238.29E(d))

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the administrative staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.

Organizational Chart



2. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.*

The New Hanover County Blue Ribbon Commission and the New Hanover County Board of Education Members include the following:

New Hanover County Blue Ribbon Commission

Jonathan Barfield, Chair, New Hanover County Commissioners
Mary Ellen Bomczek, Senior VP and Chief Nurse Executive, NHRMC
Pastor Robert Campbell
Ben David, District Attorney of the 5th Prosecutorial District
Hon. James Faison, District Court Judge
Hon. Phyllis Gorham, Superior Court Judge
Dr. Tim Markley, Superintendent of Schools, New Hanover County
Connie Majure-Rhett, CEO Chamber of Commerce
Richard McNinch, Strategic Sourcing Manager, Corning
Chris Nelson, United Way
Bill Saffo, Mayor of Wilmington
Pastor Ernest Thompson

New Hanover County Board of Education

Donald S. Hayes, Chairman
Jeannette S. Nichols, Vice Chairman
Janice A. Cavanaugh
Dorothy S. DeShields
Derrick G. Hickey, M.D.
Edward B. Higgins, Jr., Esq.
Elizabeth S. Redenbaugh, Esq.

Technical Advisors

Dr. Lee Monroe, Retired College President
Dr. Edwin West, Retired School Superintendent

New Hanover County Blue Ribbon Commission Bios:

Jonathan Barfield, Jr. Chairman, New Hanover County Commissioners

Chairman Jonathan Barfield, Jr. has been a resident of the New Hanover County since age one and graduated from New Hanover High School in 1984. He is the owner of Barfield & Associates Realty, LLC and has been a licensed Realtor since 1997. He served as president of the Wilmington Regional Association of Realtors in 2007. Chairman Barfield is married to Laura Renita Barfield and they have four daughters. His favorite pastimes are reading and golf. He was elected to serve a four-year term from 12/1/08 to 12/1/12. He is a New Hanover County Board of Commissioners Representative on the following boards and commissions: Cape Fear Council of Governments Executive Committee, Cape Fear Public Transportation Authority/Wave Transit, Wilmington Urban Area Metropolitan Planning Organization (Transportation Advisory Council) Representative, Greater Wilmington Chamber of Commerce Board of Directors, New Hanover County Board of Health, New Hanover County DSS Methamphetamine Task Force, New Hanover County Tourism Development Authority and the New Hanover Regional Medical Center Board of Trustees. He is a member of the following Professional Organizations: NACo Transportation Steering Committee, NCACC Intergovernmental Relations Steering Committee, NCACC Justice and Public Safety Steering Committee, and the NCACC Tax and Finance Steering Committee. His community involvement includes: Associate Pastor of New Beginning Christian Church, the New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence since 2010, Cub Scout Pack 244 Co-Pack Leader, Children's Museum Board of Directors, Former member of Cape Fear Habitat for Humanity Board of Directors, and the Former Chairman of Affordable Housing Coalition of Southeastern North Carolina.

Mary Ellen Bonczek, Senior Vice President and Chief Nurse Executive, New Hanover Regional Medical Center

Originally from Staten Island, New York, Mary Ellen Bonczek oversees a workforce of more the 1,700 in the established Nursing Congress and Nurses Aides Academy at New Hanover Regional Medical Center. She graduated from Wagner College in 1976 with a baccalaureate and became a Registered Nurse and subsequently continued her education to receive an MPA and CNAA. Mary Ellen was a well established nurse for years before becoming a leader and manager of nursing programs. She was recognized with the Health and Wellness Award by the YWCA. She has been a member of the New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence since 2010.

Robert L. Campbell, Pastor, New Beginning Christian Church

Robert L. Campbell is the Senior Pastor of New Beginning Christian Church. During a private prayer time, God specifically spoke and called him into the Pastorate. God said the ministry would be called New Beginning Christian Church, and it would be a part of the Full Gospel Baptist Church Fellowship. Pastor Campbell shared this vision with multiple friends and within three days, he saw God orchestrate events to bring him to the exact named church and fellowship heard in his prayers. A former military man, Pastor Campbell enlisted in the U. S. Marine Corps immediately after high school, obtained his Bachelor of Science Degree in Business Administration, Master of Arts Degree in Management and retired in the rank of Major, after 26 years of service. A strong advocate for education, he is currently pursuing a Master of Divinity Degree in Theology. Pastor Campbell is married to Kathy, the love of his life for 23 years. They have four children: Leah, Tiffany, Kyle and Brent, all of whom service faithfully in the ministry. Pastor Campbell serves as the President of the Wilmington Interdenominational Ministerial Alliance and strives to bring local ministries and agencies together to fight for the underprivileged, improve the public school system, and reduce the number of youth incarcerated in our penal system. He has been a member of the New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence since 2008.

Benjamin R. David, District Attorney, State of North Carolina, 5th Prosecutorial District

Benjamin R. David grew up in Gainesville, Florida and moved to North Carolina to attend Wake Forest Law School. After graduation in 1995, he was recruited by a top firm in the Carolinas and worked as a civil attorney out of their Winston-Salem office. Benjamin R. David is the District Attorney for New Hanover and Pender County. He has been a prosecutor in the Fifth District since 1999 and became the elected DA in 2004. He is a founding member of the Blue Ribbon Commission on the Prevention of Youth Violence. He is married and the father of three children.

Honorable James H. Faison, III, District Court Judge, 5th Judicial District

James H. Faison, III matriculated to North Carolina Central University on an athletic football scholarship and graduated with honors with a Bachelor of Arts Degree in Political Science in 1984. He obtained his Juris Doctor Degree from the North Carolina Central University School of Law in 1987. In July 2000, he was appointed by former Governor James B. Hunt, Jr. to serve as a district court judge in the fifth judicial district, consisting of New Hanover and Pender Counties. Judge Faison currently serves as Chairman of the Advisory Council for the North Carolina Drug Treatment Courts and President of the Advisory Council for Legal Aid of North Carolina Wilmington, NC. He serves on the Board of Directors of the Community Boys and Girls Club; the Wilmington Family YMCA; the Charter Day School, Inc.; the Family and Neighborhoods Institute of North Carolina, Inc., and a member of the New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence since 2008.

Honorable Phyllis Gorham, Superior Court Judge, 5th Judicial District

Phyllis Gorham received her bachelor degree from UNC Chapel Hill and her Juris Doctor Degree from the North Carolina Central University School of Law. She has been licensed to practice law since 1991, and since then she has worked in the District Attorney's office, was a District Court Judge and was later sworn in as the first woman to be appointed as a Superior Court Judge in this Superior Court. She is a minister at Global River Church and has been a member of the New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence since 2008.

Dr. Timothy Markley, Superintendent, New Hanover County Schools

Dr. Timothy Markley is superintendent of New Hanover County Schools. Prior to this position, Dr. Markley served as superintendent of Catawba County Schools, superintendent of the White Mountains Regional School District in New Hampshire, and teacher, assistant principal and principal in Cumberland County Schools. Dr. Markley received a Bachelor of Arts in History from the University of North Carolina at Pembroke, a Masters in School Administration from Fayetteville State University and a Doctorate in Educational Leadership from Nova Southeastern University. Dr. Markley believes strongly in "Doing what is best for kids." Because of this he has been very successful in reducing the dropout rate and has created opportunities for students at all levels. Dr. Markley has pledged to work to improve student achievement and increase our graduation rate here in New Hanover County. Dr. Markley has been a member of the New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence since 2010.

Connie Majure-Rhett, President and CEO, Greater Wilmington Chamber of Commerce

Connie Majure-Rhett, a native of Columbia, SC, is president and CEO of the Greater Wilmington (NC) Chamber of Commerce, a position she has held since April 4, 1994. Majure-Rhett has more than 35 years of experience in chamber of commerce management, having served on chamber staffs in Charlotte, NC; Cobb County, GA, and Atlanta, GA. Her many involvements include serving on the boards of Leadership North Carolina and the North Carolina Center for Public Policy Research. She is a past president of the Wilmington Rotary Club. Connie was named the 1998 Wilmington YWCA Woman of Achievement for Business and Industry. She was also named North Carolina Chamber of Commerce Executive of the Year in 2001. She has been a member of the Blue Ribbon Commission since 2008. A magna cum laude graduate of the University of South Carolina; she is also a graduate of the Institute for Organization Management, Georgia Tech's Economic Development Institute and Leadership North Carolina. She has completed the Center for Creative Leadership's chamber executive program and, in 2000, earned the professional chamber management designation, CCE (Certified Chamber Executive).

Richard McNinch, Strategic Sourcing Manager, Corning Optical Fiber

Richard McNinch joined Corning Incorporated in 1982 and is heavily involved in community impact through volunteerism and the United Way. He chairs an ad-hoc committee of corporate, academic, private and non-profit volunteers with the goal to significantly upgrade playground facilities at the 10th and Rankin Street Park in support of the Blue Ribbon Commission's efforts in the Youth Enrichment Zone. Richard has been a member of the Blue Ribbon Commission since 2011.

Chris Nelson, President and CEO, United Way of the Cape Fear Area

Chris moved to the Cape Fear Area in May, 2009, from Lansing, Michigan. Chris has 35 years of local, state and national United Way experience. After starting his career as a division director at the Kalamazoo United Way in Michigan, he served as the CEO at the United Ways in Wooster, Ohio, Corpus Christi, Texas, and the state United Way in Michigan. During his career, he has been involved in every aspect of United Way including resource development, community planning, grant making, public policy, nonprofit volunteer and staff training, and crisis preparedness and response. Chris attended Western Michigan University where he obtained a B.S. degree in Social Work, and his Master of Social Work degree.

Bill Saffo, Mayor, City of Wilmington

A native of Wilmington, Saffo graduated from Hoggard High School in 1978 and went on to receive a Bachelor of Arts degree from UNC-Wilmington. He is the owner/broker-in-charge of Hanover Realty, Inc. in Wilmington. Bill's civic involvement includes the Community Boys and Girls Club and the Rotary West Club in Wilmington. He is a member of the St. Nicholas Greek Orthodox Church. Bill's parents are first generation Greek immigrants. He and his wife, Renee, love to spend time with friends and family. Bill finds it very satisfying to serve as Mayor of his hometown. Mayor Saffo was elected to Office: 2003, 2007, 2009, one term as a council member and two terms as Mayor. He serves on the following City Council Committees: Appointments to Boards & Commissions, Film Commission, Transportation Advisory Commission and the Wilmington Industrial Development Commission. He also serves on other Boards and Commissions: Lower Cape Fear Water and Sewer Authority, UNCW Advisory Board, New Hanover County Tourism Development Authority Board, New Hanover County Blue Ribbon Commission on the Prevention of Youth Violence, and the 10-Year Plan to End Chronic Homelessness.

Rev. Ernest Thompson, Pastor, First Presbyterian Church

Reverend Ernest Thompson has served as pastor of the First Presbyterian Church in Wilmington since 2000. He is a graduate of the University of South Carolina, Union Theological Seminary, and Columbia Theological Seminary. First Presbyterian has been active in the community in a variety of ways, including a recent partnership with Child Care Advocacy and Parenting Place to begin the Grandparents Support Network, a group of Grandparents with full time custody of their grandchildren who meet at the church weekly for a meal and fellowship. Ernie became a member of the Mayor's Blue Ribbon Commission on the Prevention of Youth Violence in 2011, and he and the church look forward to working with the Commission to serve youth and parents in the Youth Enrichment Zone.

New Hanover County Board of Education Bios:

Donald S. Hayes

Donald S. Hayes grew up in Wilmington, attended local public schools and graduated from New Hanover High School. He received his BA in History and a Master of Education in School Administration from UNC-Wilmington.

Mr. Hayes is a proud Viet Nam veteran and served as an air crewman in a Navy patrol squadron from 1964 to 1968. He considers his four years in the military as the best four-year degree that he ever received.

Mr. Hayes is a former teacher and junior high assistant principal. He is currently a self-employed sales representative. His family consists of Margie, his wife of 42 years, and a daughter Gayle.

Terms of Office:

- Elected to serve a four year term from 1994-1998
- Re-elected to serve a four year term from 1998-2002
- Elected to serve as Vice-Chairman of the Board 1998-2002
- Re-elected to serve a four year term from 2002-2006
- Elected to serve as Chairman of the Board 2004-2006
- Re-elected to serve a four year term from 2006-2010
- Re-elected to serve as Chairman of the Board 2006-2008
- Re-elected to serve a four year term from 2010-2014
- Elected to serve as Chairman of the Board 2010-2012

Jeannette S. Nichols

Jeannette S. Nichols spent most of her youth in Wilmington, North Carolina, and is a graduate of New Hanover High School. She earned a Bachelor of Science Degree from East Carolina University and a Master of Education in Administration and Supervision from George Mason University. She is a certified teacher and principal. She returned to Wilmington in 1986, and was honored in 1989 as Educator of the Year. She taught at Alderman Elementary School until elected to the Board of Education in 2000. Jeannette is married to Michael Smith. She has a son, Jay and a daughter, Jayne and four grandchildren.

Terms of Office:

- Elected to serve a four year term from 2000-2004
- Elected Vice Chair of the Board 2002-2004
- Re-elected to serve a four year term from 2004-2008
- Re-elected Vice Chair of the Board 2004-2006
- Re-elected Vice Chair of the Board 2006-2008
- Re-elected to serve a four year term from 2008-2012
- Re-elected Vice Chair of the Board 2008-2010
- Re-elected to serve a four year term from 2010-2014
- Re-elected Vice Chair of the Board 2010-2012

Janice A. Cavanaugh

Janice Cavanaugh is a North Carolina native. She is married and has two daughters, three granddaughters, and one grandson. Janice graduated with a BA in Speech and Communications from UNC-Wilmington. She is a real estate appraiser. She has served on the school board for 13 years. While on the board, she served two terms as chairman and one term as vice chairman. She has served on the Policy Committee, Finance Committee, Teacher of the Year Committee, Calendar Committee, Human Relations Commission, as well as numerous other assignments.

Terms of Office:

- Served on the Board from 1987-1998
- Elected to serve a four year term from 2002-2006
- Re-elected to serve a four year term from 2006-2010
- Re-elected to serve a four year term from 2010-2014

Dorothy S. DeShields

Dorothy S. DeShields is a Wilmington native and a graduate of Williston Senior High School. She received her BA degree from Saint Augustine's College in Raleigh, N. C., and her M.Ed from the University of N. C. at Wilmington. Ms. DeShields retired in 2003 after working thirty-seven years in the field of education. She taught in Washington, D. C.; and in Pender County where she also served as principal of Maple Hill Elementary School and Topsail Middle School. She was principal of Gregory School of Science, Mathematics, and Technology for twelve years before becoming Executive Director of Quality Development for New Hanover County Schools. Ms. DeShields led the Gregory staff through the initial development and implementation of an award-winning magnet program. She has been a part-time instructor at UNCW.

Terms of Office:

- Elected to serve first four year term 2004-2008
- Re-elected to serve a four year term from 2008-2012

Derrick G. Hickey, M.D.

Derrick G. Hickey, MD is a board certified orthopaedic surgeon specializing in hand & upper extremity surgery, microsurgery, and arthroscopy. He practices at Port City Orthopaedics. Dr. Hickey graduated cum laude with a BS in Biology from Yale University and earned a medical doctorate from the University of California, San Francisco. Dr. Hickey completed his residency training in orthopaedic surgery at New York University - Hospital for Joint Diseases and completed his specialty fellowship at Wake Forest University, Baptist Medical Center. Dr. Hickey served as president of the New Hanover - Pender County Medical Society 2010-2011. He is a graduate of the North Carolina Medical Society Leadership College and currently serves on several boards and committees for the North Carolina Medical Society. These include the NCMS PAC board of directors, the NCMS Foundation Leadership College Advisory Board, and the NCMS Nominating and Leadership Development Committee. Dr. Hickey is the president of the Wilmington South Rotary Club. He has served on the New Hanover County Parks and Recreation Advisory Board since 2006. Dr. Hickey is married and has two children. He is an avid runner and cyclist. Dr. Hickey is an active member of the Wilmington Roadrunners Club and completes several marathons each year. He has coached youth soccer for the Cape Fear Soccer Association. He is currently serving his first term on the New Hanover County Board of Education.

Edward. B. Higgins, Jr., Esq

Edward Higgins was raised in Forsyth County, North Carolina and graduated from East Forsyth High School. He received his BA in Accounting from Catawba College, his MBA in Business from UNC-Wilmington, and his JD in Law from Wake Forest University. He was recently accepted in to the Doctor of Management in Community College Policy and Administration at the University of Maryland University College. He is currently a law instructor at Cape Fear Community College after serving 12 years as department chairman of the Public Service Department. He has served as chairman of the New Hanover County Republican Party from 1988 – 1990, General Chairman of the Riverfest Celebration in 1982, and as a Deacon at First Presbyterian Church.

He is married to Pamela T. Higgins, and they have three children: Kristan who earned her masters from American University and is employed by the United States Department of Veteran's Affairs; Ashley who earned her masters from UNC-Charlotte and is a senior associate with Avarez and Marsal, CPA; and Nathan who earned his Associate of Applied Science from Cape Fear Community College in Computer Technology.

Terms of Office:

- Elected to serve a four year term from 1994-1998
- Re-elected to serve a four year term from 1998-2002
- Elected Chairman of the Board 1998-2000
- Re-elected Chairman of the Board 2000-2002
- Re-elected to serve a four year term from 2002-2006
- Re-elected to serve a four year term 2007-2010
- Board Representative to New Hanover County Gang Task Force
- Elected to serve a four year term from 2010-2014

Elizabeth S. Redenbaugh, Esq.

Educated in North Carolina public schools, Elizabeth Redenbaugh earned both an undergraduate and a law degree from the University of North Carolina at Chapel Hill. She is an attorney with Redenbaugh & Risser, PLLC. Elizabeth has demonstrated her commitment to the children and families of New Hanover County through her service as president of the Junior League of Wilmington in 2004-05, as a member of Parsley Elementary School's Site Based Management Team and PTA Board of Directors, and as a member of the New Hanover County Council of PTA's Executive Board.

Terms of Office:

- Elected to serve a four year term from 2008-2012

Initial Board Composition:

The Board of the D.C. Virgo Urban Prep Charter Academy will consist of nine members. Three of the members shall be appointed by the Blue Ribbon Commission, three shall be appointed by the New Hanover Board of Education, and three will be determined after the formation of the initial Virgo Board. Each Organization will determine how they select their representatives. Terms shall be for three years and staggered. Virgo Board members may serve two consecutive terms.

In order to achieve the staggered terms, the BRC and NHCS Board will set the initial terms for their three members as one, two, or three-year terms. After this, all terms will be three years.

Once the school is operational, the Virgo Board will select their seats in the following manner:

- 1) Parent Representative,
 - 2) Faculty Representative, and
 - 3) Higher Education Representative (selected by the Virgo Board).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the N.C. Open Meetings Law. (*N.C.G.S. 143.318.9 et seq*)

Conflict of Interest Policy

Each member of the Board of Directors shall follow all laws pertaining to conflict of interest. Specifically, no Board of Director may derive a direct benefit from a contract with the Board of Directors.

No member of the Board of Directors may solicit or receive any gift or favor, reward, service or promise of reward, including a promise of employment, in exchange for recommending, influencing or attempting to influence, the awarding of a contract by the Board of Directors.

Additionally, no Board of Directors may willfully accept a gift or favor from any contractor or supplier who has a contract with the Board, either prior to or subsequent to the awarding of the contract by the Board of Directors.

Stated Commitment to the Open Meetings Law

All meetings of the Board of Directors shall be open to the public in keeping with North Carolina Open Meetings Law found in North Carolina General Statute 143.318.9. An "official meeting" is one defined as a meeting or gathering together at any time or place or the simultaneous communication by conference telephone or other electronic means of a majority of the Board for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting public business within the jurisdiction, real or apparent of the Board of Directors.

4. A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receiving a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.

A copy of the Articles of Incorporation shall be filed with the Office of the Secretary of State prior to receiving the charter from the State Board of Education.

5. A description of the governing board's functions, duties, role and responsibilities as it relates to overseeing the charter school and its mission.

The Board of Directors duties and responsibilities, as it relates to overseeing D.C. Virgo Urban Prep Charter Academy, are as follows:

Policy-Making:

The Board is responsible for adoption of policy and for the employment of a Principal who will carry out the policy.

Educational Planning and Evaluation:

The Board is responsible for acquiring all available reliable information that will enable it to make the best decisions about the educational program. The Board is responsible for requiring a review and an evaluation of the results of the educational program.

Staffing:

The Board is responsible for employing, upon recommendation of the Principal, the best qualified staff for implementing the instructional program of the Academy and for establishing salary schedules and other terms and conditions of employment. Further, the Board is responsible for requiring regular and impartial evaluation of all employees.

Financial:

The Board of Directors is responsible for exercising control over funds of the D.C. Virgo Urban Prep Charter Academy and to ensure proper use.

Facilities:

The Board of Directors is responsible ensuring that as, lessee of the D.C. Virgo facility, that all lease conditions are met or exceeded.

Communicating With Parents, Students, Staff and the Public:

The Board is responsible for providing a direct means for keeping parents, students, staff and citizens informed about Virgo Urban Prep Charter Academy and keeping itself informed about the needs of each of these groups.

Judicial:

The Board is responsible for hearing appeals of staff members, students and the public.

6. Explain the decision-making processes the board will use to develop school policies.

The Board of Directors Policy Committee shall develop and promulgate policies, as required by Federal and North Carolina Statutes, as well as, those necessitated through sound educational, financial, student, personnel, facilities, support services, and operational practices. The policies promulgated by the Policy Committee shall become effective only after adoption by the Board of Directors in keeping with Roberts Rules of Order.

7. Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Organizational Goals

- To meet or exceed all student performance measures on the North Carolina End-of-Grade Tests;
- To meet or exceed the national average on selected standardized measures of achievement;
- To meet or exceed student performance on nationally validated instruments that measure critical thinking;
- To demonstrate growth in-depth of thought processes regarding ethical matters;
- To demonstrate positive attitudes toward school, learning, and programs at D.C. Virgo Urban Prep Charter Academy; and
- To effectuate positive parent attitudes and involvement in D.C. Virgo Urban Prep Charter Academy.

Measurable Performance Objectives

- By 6/30/13, all students will demonstrate high growth in achievement, as determined by results of North Carolina End-of-Grade Test Results;
- By 6/30/13, 75% of students will perform at or above the national average score, as determined by results of the *Iowa Test of Basic Skills*;
- By 6/30/13, 75% of students will demonstrate an understanding of disciplinary thinking skills, as determined by the *Watson-Glaser Assessment of Thinking Skills*;
- By 6/30/13, 75% of students will demonstrate an understanding of ethical principles for everyday interactions with others, as determined by pre-post assessments of the *Ethics Affinity Indicator Index*;
- By 6/30/13, 75% of students will possess positive attitudes toward school and learning, as determined by pre-post assessments of the *IOX Student Attitudes Toward Learning Index*;
- By 6/30/13, parents of students enrolled at D.C. Virgo Urban Prep Charter Academy will possess positive attitudes toward the school and its programs, as determined by pre-post assessments of the *IOX School Climate Inventory*; and
- By 6/30/13, parents of students enrolled at D.C. Virgo Urban Prep Charter Academy will possess positive attitudes toward their involvement at school, as determined by results of the *Parent Involvement Rating Scale*.

8. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

Annually, the Board of Directors will be required to participate in a Professional Development Program designed specifically to address conflict of interest issues and ethics related thereto and the Board Policy regarding the same.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

If the Charter School plans to contract for services with an "educational management organization" or "charter support organization," please specify the name of the company, address, phone number, contact person, fax, and email:

If at some future time the Board of Directors determines that it is in the best interest of utilizing the services of an Educational Management Organization, it will interview prospective EMO's and select one firm based on objective criteria established by the Board prior to initiation of the selection process.

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.

Not Applicable

2. What other EMO/CMOs were pursued and why did the applicant select this particular one?

Not Applicable

3. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

Not Applicable

4. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

Not Applicable

A. ADMISSIONS POLICY (N.C.G.S. 115C-238.29B(b)(4); N.C.G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

Admissions Policy

D.C. Virgo Urban Prep Charter Academy is a tuition-free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment.

D.C. Virgo Urban Prep Charter Academy does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

The primary enrollment population of the D.C. Virgo Urban Prep Charter Academy shall be New Hanover County, which includes students in the Wilmington Promise Neighborhood Youth Enrichment Zone. Enrollment initiatives shall begin annually on February 15th and continue until May 15th. After this period, if enrollment is not full, the lottery system shall go into effect.

The Academy may give enrollment priority to siblings of current enrolled students who were admitted to the D.C. Virgo Urban Prep Charter Academy in a previous year and to the children of teachers, teacher assistants, and the principal of the Academy.

During each period of enrollment, D.C. Virgo Urban Prep Charter Academy will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. In order to properly plan, the Academy will routinely inquire with parents, in early spring through summer, letters of intent to ascertain if students will return to D.C. Virgo Urban Prep Charter Academy the following year. Applications for new students will be available in the Academy office and on the Academy website. If needed, the application may be mailed or emailed to the parent of a prospective student.

The application period will begin February 15th and end on May 15th. This may be adjusted the first year. During the application period, the Academy shall enroll all eligible Youth Enrichment Zone neighborhood students who submit an application within this period, unless the number of applications exceeds the number of available spaces of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats. After seats are filled, the drawing will continue to determine the order of a waiting list. Each year waiting lists dissolve when the next application period begins.

Lottery procedures will comply with the NC Open Meetings Laws provided in N.C.G.S. 143-218.10(a) by publicizing the date and location of the meeting as well as allowing anyone to attend. Applicants will have a card with their name and grade. The selection process will be by random drawing. Cards for siblings of current instructional personnel of the D.C. Virgo

Urban Prep Charter Academy will be drawn separately and first followed by cards for siblings of students enrolled in the previous school year. Then cards will be drawn by grade, beginning with 6th grade, until all available seats are filled. In the case of multiple birth siblings, only one card with the last name representing the multiples will be placed in the lottery.

Upon filling all available seats by lottery, the acceptance by lottery will continue; thereby, creating an Academy waiting list. Cards for the general waiting list for each grade level will be randomly drawn one card at a time, starting with the 6th grade. The lottery process for the waiting list will then proceed for each grade.

As openings become available at the applicable grade level, students will be admitted based on their waiting list number. If applicants who are selected for admission decide NOT to enroll at D.C. Virgo Urban Prep Charter Academy the parents of the next child on the waiting list for that grade will be notified immediately.

After completing the acceptance by lottery, the D.C. Virgo Urban Prep Charter Academy shall have a specified, and reasonable, time frame in which the accepted applicants must reply to the Academy clarifying their decision to accept or decline continuation of enrollment. The Academy's enrollment policy, including all time frames, will be declared on the original application completed by the applicant.

Students who actually report for class the first three days of the school calendar year determine the official enrollment. Both new enrollees and returning students must report for classes the first three days of their respective start dates in order to be considered officially enrolled.

V. Education Plan

Instructional Program

1. Educational Theory, foundation of the model and proposed innovative offerings.

The education theory, foundation model and innovative offerings of the D.C. Virgo Urban Prep Charter Academy are based on research based principles and practices from model programs throughout the United States.

The focus on ethics and a learning environment is based on the outcomes on research on Boston Prep and a Charter Middle School, which has created a culture for success and has significantly improved test scores through a focus on core values. The results of the Massachusetts Comprehensive Assessment Tests revealed that student performance ranked very competitively with the most affluent schools in the state. The genesis for this initiative is reflective in the research of C. Elbot and D. Fulton, *Building an Intentional School Culture: Excellence in Academics and Character* (Corwin Press, 2008).

The importance of a safe, caring classroom environment for a positive and dynamic learning has been based on the work and research of P. Graham *Mary Parker Follett: Prophet of Management*, (Beard Books, 2003) and research of Jane Bluestein, *Becoming a Win-Win Teacher: Survival Strategies for the Beginning Educator*, (Corwin Press, 2010.)

Howard Gardner's stimulating research on cognitive development in *Five Minds for the Future* (Harvard Business School Press, 2006) has served as the foundational building blocks of how students can maximize their learning potential by focusing on the development of strategies for developing a disciplinary mind, a synthesizing mind, a creating mind, a respectful mind and an ethical mind. Each is essential for student success in the classroom and for maximizing future secondary and post secondary learning opportunities.

In addition, another foundational component of the D.C. Virgo Urban Prep Charter Academy is based on the different thinking processes utilized in each major discipline. Research indicates that thinking skills instruction makes a positive difference in the achievement levels of students. Studies that reflect achievement over time show that learning gains can be accelerated. These results indicate that the teaching of thinking skills can enhance the academic achievement of participating students (Bass and Perkins, 1984; Bransford, 1986; Freseman, 1990; Kagan, 1988; Matthews, 1989; Nickerson, 1984). Carr (1990), in his research determined that thinking skills are developed and used best when learned in connection with content knowledge. (Bass, G. , Jr. & Perkins, H. (1984). *Teaching critical thinking skills with CAI. Electronic Learning*,14, 32, 34, 96.; Bransford, J.D. , Burns, M. , Delclos, V. & Vye, N. (1986) *Teaching thinking: evaluating evaluations and broadening the data base. Educational Leadership*,44, 68-70.; Carr, K. (1990). *How can we teach critical thinking? ERIC Digest*. ERIC NO. : ED326304.; Freseman, R. (1990). *Improving Higher Order Thinking of Middle School Geography Students By Teaching Skills Directly*. Fort Lauderdale, FL: Nova University.; Kagan, D. (1988). *Evaluating a language arts program designed to teach higher level thinking skills. Reading Improvement* (25), 29-33.; Matthews, D. (1989). *The effect of a thinking-skills program on the cognitive abilities of middle school students. Clearing House*,62, 202-204.; and Nickerson R. (1984). *Research on the Training of Higher Cognitive Learning and Thinking Skills*. Final Report # 5560. Cambridge, MA: Bolt, Beranek and Newman, Inc.

The focus on differentiated instructional strategies is based on the findings of the types of tasks, activities and lessons that may strengthen students' cognitive skills, These focal elements are based on the work of Branswork, Brown and Cocking, *How People Learn: Brain, Mind and Experience at School*, National Academy Press, 2009), Glenn D. You

Will be Tested on This, Chronicle of Higher Education, 53(40)15-17, 2007 and Swartz and Heiser, Swartz D. and Heiser, J. the *Cambridge Handbook of the Learning Sciences*, pp. 283-298, New York, Cambridge University Press, 2006.

The academic, service, activity, college and professional, and parent and family components were based on the Chicago Urban Prep Annual Report, *Urban Academies*, 2008-09 which demonstrated a three year record of success of college entrance for its graduates.

Assessment strategies were based on research which revealed that frequent monitoring of student progress to a determined goal and performance level results in higher achievement for students, particularly when teachers use the data collected to inform their instructional practices Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2005). Using curriculum-based measurement to improve student achievement: Review of research. *Psychology in the Schools*, 42, 795-819 and (Herman et al., 2006; Marsh, 2007 Herman, J. L., Osmundson, E., Ayala, C., Schneider, S., & Timms, M. (2006). The nature and impact of teachers' formative assessment practices. CSE Technical Report #703. National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Proposed Innovation at D.C. Virgo Urban Prep Charter Academy

Based on the aforementioned research, the D.C. Virgo Urban Prep Charter Academy will offer a program that focuses on the components of the Chicago Urban Prep Model of academics, service, activity, college and professional awareness, and parent and family involvement with a learning environment based on ethics focus from Boston Prep, classrooms characterized by "win-win" disciplinary strategies developed by Jane Bleustein, mental acuity based on the cognitive development principles of Howard Gardner, the content thinking approaches of numerous scholars, the differentiated instructional strategies set forth by Marzano, Swartz and Heiser, assessment practices based on the research of Stecker and Fuchs.

2. Teaching Approach, Class Structure, Curriculum Design, Instructional Methodology, Courses of Study, Etc.

A variety of assessment tools will be used to determine the strengths and weaknesses of each student and to maximize learning opportunities for each student. These instruments include, but are not limited to:

- *The Biggs' Study Process Questionnaire* as a diagnostic tool to identify "at-risk" students. This information will be used to assist the students in identifying learning strategies that will transition to achieving at a higher level;
- *The Watson-Glazer Critical Thinking Assessment* will be used to identify the student's level of thinking and to develop learning activities to enhance higher order thinking skills;
- The *Learning Style Inventory* will be used to ascertain the student's primary and secondary learning styles and be used to develop learning strategies designed to build on a student's strengths to enhance academic achievement;
- *Diagnostic Reading Instruments* will be used to determine reading comprehension difficulties. This data, in turn, will be used to devise interventions to mitigate reading comprehension issues. The focus of the instrument provides a summary of the learner's strategy strengths and weaknesses as an oral reader, responsive reader, interpretative reader and critical reader;
- *Diagnostic Mathematical Instruments* will be used to determine mathematical understanding of concepts, mathematical problem solving strategies, mathematical reasoning, and mathematical communication. This data, in turn will be used to devise interventions to mitigate mathematical learning issues.
- Using the results of these assessments, teachers will, work with the students and parents to establish a *Personal Performance Plan* that sets forth benchmarks, interventions, monitoring and accountability procedures. The *Personal Performance Plan* will set forth a realistic plan of action for students to achieve grade level proficiency or better during the sixth grade, so that they can master the D.C. Virgo Urban Prep Charter Academy curriculum.

- The teaching approach will be interdisciplinary with a focus on the *Common Core and Essential Standards* using a variety of research-based instructional strategies that develop within students a disciplinary mind, a synthesizing mind, a creating mind, a respectful mind and an ethical mind;
- The Academic Component of the program provides a very rigorous college preparatory curriculum that focuses on reading, writing, public communication, mathematics and foreign language. Additionally curricular emphasis will be placed on the thought processes required to succeed through teaching students to think and reason, using techniques from scholars in various disciplines;
- A required weekly class on ethics that focuses attention on respect and other principles and core values essential for a successful learning and school environment. In this class students will learn how philosophers such as Plato, Aristotle, and Gandhi understood the schools ethical core values;
- Differentiated staffing designed to provide students with alternative approaches to thinking and learning through exposure to faculty members who function in different roles such as, large group presenter, small group concept or learning principles facilitator, problem solving coach, Socratic or academic thinking process teacher and real life experience professional or career applications instructor will ensure that students can transition from concept to application in real life experiences;
- The Class Structure is designed to build and sustain a learning environment based on respect and caring with respect for all;
- Technology will be utilized in the classroom to ensure that instruction is both efficient and exciting; and
- Formative and summative assessments will provide for evaluation of both authentic and normative learning.

3. Compliance with Federal and State Regulations for Serving Exceptional Children

To ensure compliance with all federal and state regulations for students with disabilities, the following strategies will be incorporated into the day to day operation of the D.C. Virgo Urban Prep Charter Academy. They include:

- Student Individual Education Plans being developed and monitored on a pre-determined time period;
- Students being engaged in all the activities of other students involved in school and classroom activities;
- Use of a variety of instructional strategies designed to maximize learning opportunities;
- A pupil-teacher ratio better than that required by regulatory authorities;
- Parent training opportunities and informational sessions to facilitate student learning at home; and
- Strategies to improve the academic performance of students on school, state, and national assessments.

4. Entrance and Exit Requirements As Well As Graduation Requirements (if the school is to be a high school)

Not Applicable

5. The School Calendar Must Provide Instruction for a Minimum of 185 Instructional Days (N.C.G.S. 115C-238.29F(d)(1)).

The calendar will reflect a 200 day calendar academic year. This calendar entails four-nine week quarters. Further, an additional fifteen days are included for remediation, and professional development. In addition, the school will be open for curricular and extra-curricular activities from 8:00 a.m. to 6:00 p.m. daily. The school will be open each evening Monday-Thursday from 7:00 p.m. to 8:30 p.m. for Parent Involvement and supplementary student learning time.

6. A Concise Description of Any Evaluation Tool or Test, if Any, That The Proposed Charter School Will Use In Addition To Any State Or Federally Mandated Tests And How This Data Will Be Used To Drive Instruction.

In addition to the required state mandated End-of-Grade Tests, students will be administered the *Iowa Test of Basic Skills* to ascertain how they perform relative to nationally validated tests. This information will be used to guide the development of learning groups and to provide parents information on student performance.

Instruments designed to ascertain academic performance levels in various disciplines, learning styles, leadership qualities such as time management, organizational skills, communication styles, conflict management style, thinking processes, ethics, goals and aspirations. This instrumentation will be used to augment information to parents regarding a broader perspective regarding student skills and abilities.

7. A Description of Student Achievement Goals for the School's Educational Program and the Method of Demonstrating That Students Have Attained the Skills and Knowledge Specified for Those Goals. These Goals Should Include Specific Measurable Performance Objectives Over Time. A Timeline Should be Included to Highlight How the School Proposes to Meet its Objectives.

- By 6/30/13, all students will demonstrate high growth in achievement, as determined by the results of North Carolina End-of-Grade Test;
- By 6/30/13, 75% of students will perform at or above the national average score, as determined by results of the *Iowa Test of Basic Skills*;
- By 6/30/13, 75% of students will demonstrate an understanding of disciplinary thinking skills, as determined by the *Watson-Glaser Assessment of Thinking Skills*;
- By 6/30/13, 75% of students will demonstrate an understanding of ethical principles for every day interactions with others, as determined by pre-post assessments of the *Ethics Affinity Indicator Index*;
- By 6/30/13, 75% of students will possess positive attitudes toward school and learning, as determined by pre-post assessments of the *IOX Student Attitudes Toward Learning Index*;
- By 6/30/13, parents of students enrolled at the Virgo Urban Prep Charter Academy will possess positive attitudes toward the school and its programs, as determined by pre-post assessments of the *IOX School Climate Inventory*; and
- By 6/30/13, parents of students enrolled at the Virgo Urban Prep Charter Academy will possess positive attitudes toward their involvement at school, as determined by results of the *Parent Involvement Rating Scale*.

8. An Explanation of How the School Will Provide Assistance to Students That Are Not Performing at Expected Levels to Ensure the Continued Progress of Student Growth. The Applicant Needs to Define Their "Expected Levels" of Performance and Delineate a Plan Accordingly.

- Supplementary Learning Labs will be provided daily to ensure that students are able to receive remedial or instruction both during and after school. Further, the supplementary learning labs will be used to augment all classroom learning activities. It will be led by an instructor who was a collaborative partner in the design of the curriculum. This will ensure a focus on the application of the most critical learning deficits of the student.
- Student Success Groups

Each student is expected to and shall be a part of a small team of students led by a teacher that meets daily to provide peer mentoring and support. In these small group settings, students will receive additional learning experiences which will provide supplementary remedial action to mitigate learning deficits.

- Tutor-Advocate

Each student in the school will be assigned a Tutor-Advocate. These individuals are volunteer retired professionals (teachers, lawyers, physicians, businessmen and women). Each Tutor-Advocate will be a viable part of the student's academic life in providing academic assistance with other duties and responsibilities as assigned by teachers and counselors.

- Personal, Academic, and College Counselor

Each student will be assigned to a counseling team who will collaborate and coordinate all services the student needs to succeed at the D.C. Virgo Urban Prep Charter Academy. The Personal Counselor's role is to maintain contact with the student and his/her family no less than every two weeks to ensure ongoing communication and family involvement in school activities. The Academic Counselor will work with classroom teachers to ascertain if any learning problems are occurring and to coordinate efforts to mitigate them through any of the aforementioned supports. The College Counselor's role is to continuously work with students and their parent(s) and families to create an awareness of college and university opportunities, arrange visits to campuses and coordinate summer on-campus camp experiences for the students. Each of these counselors will have a unique role in motivating students to succeed academically.

9. Details of the Proposed Charter Plans to Involve Parents and Community Members in the School.

- One community meeting was held to explain charter schools and to answer questions from community members and potential parents of enrollees.
- A meeting with parents of prospective enrollees was also held to receive feedback on the proposed program.
- Parental involvement is mandatory in the Virgo Urban Prep Charter Academy and a requirement for a student to enroll in the school. A Parent Involvement Survey will be provided to each parent upon enrollment of a student in the school. Based upon the response to the survey, parents shall be expected to fulfill his or her responsibilities to the school. The personal counselor for the student will work with the parent to ensure that these obligations are fulfilled. The activities will include, but are not limited to, assisting in the school with classroom related activities, volunteering to tutor, serving as an organizer for community activities in support of the school, sewing buttons on school uniforms for students that might have become inadvertently detached from their clothing, serving as a school crossing guard, serving as an assistant in the media center or serving as a chaperone to a visit a college or university campus.
- Community involvement is one of the foundational components for success of the D.C. Virgo Urban Prep Charter Academy. Community volunteers shall be involved in the school working as tutors, working with students as "coaches", on class group projects, serving as judges when students make presentations to the school, assisting in fundraising endeavors of the school, and as " Experts on Loan" from business and industry to school teams involved in debate and other competitions.

10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at-risk students. Include details of the school's process for identification and service of these students.

- The D.C. Virgo Urban Prep Charter Academy will utilize and conform to the North Carolina Academically or Intellectually Gifted (AIG) Standards and procedures set forth and published by the North Carolina Department of Public Instruction.
- To ensure that the needs of English language learners are addressed WIDA-ACCESS Placement Test (W-APT) will be used to measure the English proficiency levels of any previously untested student whose Home Language Survey (HLS) indicates a language other than English. There are two possible outcome classifications: (1) Limited English Proficient (LEP) or (2) Never Identified as LEP. A student identified as LEP

will receive either Direct Services (regular ESL instruction) or Consultative Services from an ESL teacher with the student's teachers upon request or to provide occasional ESL assistance for special projects, etc.

Every LEP student will be required to take the annual WIDA ACCESS English proficiency test in the spring testing window (usually from February 1st to mid-March). According to the scores received, students may continue to be identified as LEP or score high enough to be exited from LEP Identification.

- Other "at-risk" students will be identified using a Student Intervention Profile system which incorporates the administering of the Biggs' Study Process Questionnaire as a diagnostic tool to identify "at-risk" students. The SPQ is a 42-item questionnaire. It provides feedback on the learning approaches in three domains, surface, deep and achieving domains which are further broken down into motives and strategies used. This information will be used to assist the student in learning strategies that will transition he/she to the achieving domain. In addition, the child's teacher will be provided strategies that will assist the student in maximizing his/her academic performance. Additionally, parents will be provided a list of strategies to be deployed at home to enhance the student's classroom success. If based upon strategy results students do not make adequate progress in ameliorating their learning difficulties, remediation and other intervention services will be provided.

SPECIAL EDUCATION (N.C.G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (N.C.G.S. 115C-106 Et seq.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. Please see the Appendix G for a full delineation of the proposed procedures. A Summary of those procedures is as follows:

- ❖ The D.C. Virgo Urban Prep Charter Academy will utilize the RTI Model, which is a three tier process that builds incrementally to assist students in addressing either academic or behavioral issues. These tiers include: Core Instructional Interventions, Targeted Group Interventions and Intensive Individual Interventions.
- ❖ A Universal Screening System, based on the RTI model and based on the grade level appropriate probes, to identify specific needs which must be addressed.
- ❖ Once the screening results are completed, an Individual Education Plan will be developed in consultation with the student's parent or guardian.
- ❖ These IEP's will include research based differentiated instruction interventions.
- ❖ Student progress will be monitored, and adjustments will be made to the IEP and to the classroom interventions as appropriate.

STUDENT CONDUCT AND DISCIPLINE (N.C.G.S. 115C-238.29B(b)(12); (N.C.G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically, address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

❖ The **draft** Student Conduct and Discipline Policy for the D.C. Virgo Urban Prep Charter Academy is as follows:

In order to create and maintain a safe and orderly school environment conducive to learning, the D.C. Virgo Urban Prep Charter Academy faculty and staff need adequate tools to maintain optimal discipline. The Board of Directors also recognizes that students have certain rights under the United States and North Carolina Constitutions, and federal and state statutes and that these rights must be respected. Thus, to ensure that students, parents and staff understand the rules and procedures relative to student conduct and discipline, the following rules and regulations **shall** be adopted by the Board of Directors and **shall** be distributed to each student and parent who are required to sign an affidavit indicating that the rules and procedures have been read and understood prior to enrollment at the beginning of each school calendar year.

General Provisions

The rules below are not meant to be an exhaustive list of student conduct. They are, however, a list of illustrative behaviors that **shall not** be tolerated as they are inconsistent with the maintaining a school climate and environment conducive to optimal learning.

Arson

The willful or malicious burning of, or attempting to burn, any building or part of any structure of the school, staff, student or student's family.

Assault

Any act of such nature to excite a reasonable harmful or offensive physical contact with another person.

Assault Resulting In Serious Injury

An attack upon another person, whereby the victim suffers serious injury involving broken bones, loss of teeth, internal injuries, severe laceration or loss of consciousness, and medical attention or hospitalization is sought for the victim.

Battery

Intentional unpermitted physical contact with the person of another which is harmful or offensive.

Bullying

The intimidation or harassment of others by the real or threatened infliction of physical, verbal, written or electronic, emotional abuse or attacks on the property of another. Bullying also means harassment as defined by this Policy.

Controlled Substances

A drug or other substance regulated by the provisions of Article 5, Chapter 90 of the North Carolina General Statutes, including but not limited to, marijuana, cocaine, heroin, narcotics, amphetamines, anabolic steroids, or any other drug for which a prescription is required.

Destructive Device

An explosive, incendiary or poison gas, bomb, grenade, rocket being propelled by a charge of four ounces or more or a missile having an explosive or incendiary charge of more than one-quarter of an ounce.

Disruption of the Learning Environment

Acting in any manner so as to interfere with the teacher's ability to conduct a class or other school activity.

Extortion

The act of taking or attempting to take any money or things of value from a student or staff member.

Firearm

A weapon including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;

The frame or receiver of any such weapon; or any firearm muffler or firearm silencer.

Forgery

The act of fraudulently using in writing the name of another person, or falsifying times, dates, grades, addresses or other data on school forms.

Gambling

The direct or indirect taking, receiving or accepting from any person or giving to any person any money or valuable thing contingent upon the result of an uncertain event.

Harassment

Unwanted, unwelcome and uninvited behavior that demeans, threatens or offends the targeted individual and results in a hostile environment for the targeted individual. The hostile environment can be created through pervasive or persistent misbehavior, or a single incident, if sufficiently severe. Harassment also includes acts perceived as being motivated by any actual or perceiving characteristic, such as race, ethnicity, ancestry, color, national origin, gender, socio-economic status, academic status, gender identity, physical appearance, sexual orientation, pregnancy, religion, age, mental, physical, developmental or sensory disability, or association with a person who has, or is perceived to have, one or more of these characteristics, and which create a pattern of gestures, written, electronic, or verbal communications or any physical act, or any threatening communication.

Hazing

The abuse, annoyance or harassment of another by means of banter, ridicule or criticism.

Indecent Exposure

The act of knowingly making any open or indecent exposure of private parts of his or her person to another.

Insubordination

The refusal to respond to or carry out a reasonable request by a staff member.

Littering

The dumping, depositing, placing, throwing or leaving litter in and upon the school site other than receptacles set aside for that purpose.

Neglecting Responsibility

The failure to abide by and/or refusal to abide by reasonable school and/or classroom rules.

Obscenity

Use of obscene or vulgar language by students in verbal, written, or electronic form, in gestures, pictures, or caricatures in or on any school property.

Serious Injury

Bodily injury involving broken bones, loss of teeth, internal injury, severe laceration, or loss of consciousness, or requiring the attention of a medical doctor or hospitalization.

Sexual Assault

Any unauthorized and intentional touching of or attempted touching of the sex organs of another. Sex organs are the breasts of a female and the genital areas of the male and female. Sexual assault includes attempted rape and attempted sexual offense.

Sexual Harassment

Conduct of a sexual nature when such conduct is sufficiently severe, persistent or pervasive so that it has the purpose or effect of substantially interfering with another student, employee or volunteer's work performance or a student's educational performance substantially limiting a student's ability to participate in or benefit from an educational program or environment.

Sexual Misconduct

Any conduct of a sexual nature, which includes consensual sex, or the intentional touching of the sex organs of another which occurs on the school campus or at school sponsored events.

Smoking or Using Tobacco Products

Smoking and/or the possession of tobacco in any form, chewing, possessing or transferring any tobacco products in any form in or on the school property or school sponsored activity.

Theft

The act of acquiring and/or knowingly and willingly having in one's possession the property of another without his/her consent.

Throwing Stones or Other Missiles

The act of possessing, throwing or threatening to throw any stone or missile in or upon school property including any activity while under school sponsorship.

Truancy

The act of unauthorized absence from school for any period of time. Chronic tardiness will be considered truancy.

Vandalism

The act of willful or malicious destruction of property belonging to another.

Weapon

Any gun, rifle, pistol or other firearm of any kind, any dynamite cartridge, bomb, grenade, mine or powerful explosive as defined by North Carolina General Statute 14-248.1; or any knife, club, dagger, blackjack, metallic knuckles, razor, razor blade, sharp pointed or sharp edged instrument or other instrument or substance used to or designed primarily to injure another person.

Timelines

Please create and describe a detailed start-up plan, identifying major tasks, timelines and responsible individuals for accomplishing those tasks.

To ensure that the myriad of details required to provide a qualitative learning experience for the students enrolled in the school, it is critical that enough planning time be provided the principal and Board of Directors to facilitate an efficient and effective opening of the D.C. Virgo Urban Prep Charter Academy. Upon a decision by the State Board of Education that the application is approved a principal will be employed by the Board of Directors and begin work immediately to ensure that the major milestones and tasks set forth below will be completed prior to the opening of the school for the 2012-13 academic year. Resources required to accomplish each major milestone prior to July 1, 2012 will be based on funds from the Blue Ribbon Commission, the New Hanover County Schools, and designated contributions from external sources.

Major Milestones	To Be Completed By	Person(s) Responsible
Initial Official Meeting of the Board of Directors/ Appointment of Committees	February 10, 2012	Chairman, Board of Directors
Selection of Legal Counsel	February 15, 2012	Chairman, Board of Directors Board of Directors
Approval of Criteria for Selection of Principal	February 15, 2012	Board of Directors
Facility Lease Negotiated/ Approved with Board of Education	March 1, 2012	Chairman, Board of Directors Legal Counsel, Board of Directors
Board Quarterly Professional Development on Strategic & Systemic Improvement	March 1, 2012	Board of Directors/Consultant
Employment of Principal	March 15, 2012	Board of Directors
Office Furniture/ Equipment/ Software Ordered	March 20, 2012	Board of Directors
2012-13 School Calendar Approved	April 2, 2012	Board of Directors
Initial Web Site Domain Secured/ Completed	April 2, 2012	Principal
Preparation/Approval of Policies/ Procedures for Parent/ Student Handbooks/Web Site	April 16, 2012	Principal/Legal Counsel/ Board of Directors

Major Milestones	To Be Completed By	Person(s) Responsible
Preparation/Approval of Board Policies for Personnel, Finance, Operations, Instruction, Support Services	April 16, 2012	Board of Directors, Legal Counsel/Principal
Community/Neighborhood Awareness Meetings for Potential Parents/Students	April 20, 2012	Principal/Board of Directors
Secure Motivational Speaker for August Convocation	May 1, 2012	Principal
Recruitment/Selection of Staff	May 1, 2012	Principal
Employment of Staff	May 8, 2012	Board of Directors
Classroom Furniture Installed	May 11, 2012	Principal
Funding for Student Clothing/ Dry Cleaning Discount Secured	May 1, 2012	Principal/Board of Directors
Food Contracts for 2012-13 School Year Approved	May 1, 2012	Board of Directors/Legal Counsel/Principal
Transportation Contracts for 2012-13 Year Approved	May 1, 2012	Board of Directors/Legal Counsel/ Principal
Student Enrollment Commitments	May 1, 2012	Principal
Ordering of Instructional Materials/ Supplies School Opening	May 21, 2012	Principal/Staff
Student Measurement/Selection of Clothing Attire	June 1, 2012	Principal/Vendor
Board Approval of Administrative Procedures for Implementing Board Policies	June 8, 2012	Principal/Legal Counsel/Board of Directors
Transportation Routes Finalized	June 15, 2012	Principal/Transportation Contractor
Classroom Technology Installation	June 15, 2012	Principal
Board Quarterly Professional Development on Systemic Planning	June 30, 2012	Board of Directors/Principal

Major Milestones	To Be Completed By	Person(s) Responsible
Prepare Facility for 2012-13 School Year Opening	July 15, 2012	Principal/Staff
Faculty Meetings	July 15, 2012	Principal/Staff
Volunteers Recruited for Participation/Support of School Activities	July 22, 2012	Principal/Staff
Student School Clothing Attire Distribution	August 1, 2012	Principal/Staff
Professional Development for Faculty/Staff	August 15, 2012	Principal
Curriculum Design/Lessons for First Quarter Completed	August 15, 2012	Principal
School Convocation for Students/ Parents	August 25, 2012	Principal
First Day of School	August 27, 2012	Principal/Staff

VI. Business Plan

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.)

<u>Position</u>	<u>Brief Job Description</u>
Principal	The Principal is the "Chief Learning and Administrative Officer" for the school and reports directly to the Board of Directors and is responsible and accountable for all decisions relative to school operations in accordance with policies as set forth by the Board.
Teacher	The teachers are responsible for achieving the instructional objectives set forth in the curriculum and by the Principal of the school.
Instructional Support Team	The Instructional Support team members will assist in the preparation of instructional materials, tutoring, facilitating small group discussions and fulfilling those classroom responsibilities that will allow teachers to maximize the instructional day. The first year of the Academy, this team will be Interns from the University of North Carolina at Wilmington.
Technology Facilitator	This individual is responsible and accountable for ensuring that all technologies in the school, both instructional and administrative are optimized daily. This includes, but is not limited to, maintaining the school's secure wireless network, its servers, classroom technologies and other learning materials that support the school's curriculum and student electronic portfolios of their work.
Counselor	Counselors are responsible for working with students, parents, and classroom teachers, to ensure that the Personalized Performance Plans are implemented in a timely manner and to eliminate any non-classroom impediments to student goal attainment and to ensure that summer internship opportunities and post secondary awareness activities are implemented in a timely manner.
Administrative Assistant	This person provides required clerical support services for the Principal, curriculum/professional development coordinator and other such duties as assigned by the Principal.
Custodian	The custodian will work with the Principal and classroom teachers to ensure that each learning environment, office and bathroom are impeccably cleaned. Further, this individual will be responsible for landscape maintenance, minor repairs and routine maintenance of the facility and equipment.

Advertisement for and Employment of Staff

For each position in the school, criteria will be established and job descriptions written for each position which follows the format of:

I do these things

for these reasons

to achieve these results

Each job description will be approved by the Board of Directors and approved in the Personnel Section of the Board Policy Manual and will be used by the Principal of the D.C. Virgo Urban Prep Charter Academy.

Each position will be advertised in local, state and national publications and electronic and professional journals which would ensure a diverse applicant pool for each vacancy. The Principal and personnel committee of the Board will utilize the criteria to screen prospective applicants for each position.

Once the list of qualified applicants for each position has been determined, references and criminal background checks will be conducted by the Principal.

Interviews will be conducted by the Principal and personnel committee using a ranking system. Interview questions will be established and utilized for the interview process to ensure equitable consideration of each candidate for each position.

Once all interviews have been conducted, a candidate will be selected for the position; he or she will be offered a contract with specific goals and results to be achieved.

Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

Handbooks setting forth policies and procedures for each of these areas will be completed and submitted for consideration and approval by the Board of Directors as stated in the Timelines Section of this charter application, no later than April 16, 2012.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (N.C.G.S. 115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Applicants for employment will undergo an employment assimilation process so as to ensure that they are both knowledgeable of and can cogently and concisely articulate the mission of the D.C. Virgo Urban Prep Charter Academy, the learning environment required to maximize learning, how they will facilitate the learning process and the philosophy of the school so that any student, parent or community member with whom they come in contact and asks a question can receive a complete, thorough and respectful response.

The Board of Directors will seek experienced and seasoned personnel for each position and will particularly seek to employ individuals who would be role models worthy of emulation and stimulate students to establish and aspire high educational and personal aspirations as a concerned, caring citizen.

Each employee for whom certification is required shall meet the State Board of Education requirements for "highly qualified" licensure as set forth by state law and *No Child Left Behind* legislation. The D.C. Virgo Urban Prep Charter Academy Board of Directors will coordinate with the Department of Public Instruction Licensure Office to ensure that all professionals meet these standards.

ENROLLMENT

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (N.C.G.S.115C-238.29F(g)(5))

The proposed school will abide by the charter school legislation, N.C.G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Enrollment Plan for Ensuring Demographic Representation

Enrollment Objective Year One:

By July 1, 2012, 120 students, and their parents/guardians, will have enrolled in the D.C. Virgo Urban Prep Charter Academy as determined by actual enrollment commitments.

Strategies for Achieving Enrollment Objective for Year One

- Working with the New Hanover County Blue Ribbon Commission, a staff member from the organization will go house to house in the Wilmington Promise Neighborhood Youth Enrichment Zone of all fifth grade students (rising sixth graders) in the neighborhood. The parent/guardian of each of the students and the student will receive a presentation from the Youth Enrichment Zone Advocate to inform them of how the potential D.C. Virgo Urban Prep Charter Academy can positively impact his/her life; (Please see appendix for a draft of the marketing brochure)
- Small group community meetings will be held at the Boys and Girls Club in the neighborhood to explain the school program to citizens and parents;
- All feeder elementary schools for the neighborhood will be visited by the Principal and an orientation provided to each fifth grade student in the feeder school regarding the goals and educational services provided by the D.C. Virgo Urban Prep Charter Academy;
- The Principal and a member of the Board of Directors will visit each pastor and congregation of churches located in the Wilmington Promise Neighborhood Youth Enrichment Zone to explain the goals and educational program of D.C. Virgo Urban Prep Charter Academy and to request an opportunity to speak at a Sunday morning church service or mid-week church event to explain the benefits of the academy;
- Saturday morning meetings will be conducted at the D.C. Virgo Urban Prep Charter Academy building to provide parents and students opportunities to answer questions regarding the goals and educational program and other items of interest to potential enrollees;
- A briefing will be conducted for representatives of the media to effectuate their understanding of the D.C. Virgo Urban Prep Charter Academy goals and programs and solicit their participation in providing features on the uniqueness of the school;
- Information will be provided to free public community service cable channels regarding the academy and how to enroll in the school;
- Advertisements will be placed in local publications such as *Parent, Encore, Wilmington Journal, and the Wilmington Star News*;
- Presentations will be made to parent advocacy groups who address the needs of special populations to stimulate parental interest and student enrollment at the D.C. Virgo Urban Prep Charter Academy;
- Social media such as Facebook and Twitter will be used to reach parents and potential students who are technology proficient;

- Members of the Board of Directors and the New Hanover County Blue Ribbon Commission staff will stand outside of neighborhood establishments on Saturdays to distribute information to residents regarding the D.C. Virgo Urban Prep Charter Academy; and
- Enrollment commitment days will be formally established and disseminated to each home, feeder elementary schools, neighborhood churches and to the media, so parents can sign the necessary paperwork related to matriculating at the school for the 2012-13 school year.

Projected Enrollment

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by N.C.G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with N.C.G.S. 115C-238D(d).

PROJECTED ENROLLMENT
2012-13 through 2016-2017

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 - New Hanover County Schools

List LEA #2 -

List LEA #3

GRADES	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Sixth	120			120			120			120			120		
Seventh				120			120			120			120		
Eighth							120			120			120		
LEA Totals															
Overall Total Enrollment				240			360			360			360		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds	<u>\$508,080</u>	<u>\$1,016,160</u>	<u>\$1,524,240</u>	<u>\$1,524,240</u>	<u>\$1,524,240</u>
--Local Per Pupil Funds	<u>\$216,000</u>	<u>\$ 432,000</u>	<u>\$ 648,000</u>	<u>\$648,000</u>	<u>\$648,000</u>
--Federal Funds	<u>\$ 72,840</u>	<u>\$ 145,680</u>	<u>\$ 218,520</u>	<u>\$218,520</u>	<u>\$218,520</u>
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$796,920</u>	<u>\$1,593,840</u>	<u>\$2,390,760</u>	<u>\$2,390,760</u>	<u>\$2,390,760</u>
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GS 115C-238; B(b)(5)					
PERSONNEL					
Total # of staff 15	\$415,966.24	\$851,016.82	\$1,222,316.18	\$1,246,762.51	\$1,271,665.03
--Administrator(s) # 1	\$50,916.00	\$51,934.32	\$52,937.01	\$54,032.47	\$55,113.12
--Clerical #1	\$26,992.00	\$27,531.84	\$28,082.48	\$28,644.13	\$29,217.01
--Teachers #6	\$212,280.00	\$433,051.20	\$662,568.34	\$675,819.67	\$689,336.11
--Librarians #0	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Guidance #2	\$50,400.00	\$102,816.00	\$157,308.48	\$160,454.65	\$163,663.74
--Teacher Assistants #3 *	\$ 0.00	\$19,822.92	\$20,219.38	\$20,623.77	\$21,036.25
--Custodian #1	\$25,944.00	\$158,797.66	\$242,960.36	\$247,819.61	\$252,743.22
--Maintenance #0 **	\$ 0.00	\$26,462.88	\$26,992.14	\$27,531.98	\$28,082.62
--Food Service #0 ***	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Bus Driver #0 ****	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
--Other Tech Facilitator #1	\$30,000.00	\$30,600.00	\$31,212.00	\$31,836.24	\$32,472.96
EMPLOYEE BENEFITS	\$141,336.94	\$269,147.97	\$383,444.41	\$388,056.08	\$392,753.19
STAFF DEVELOPMENT	\$8,886.85	\$31,686.45	\$62,247.73	\$59,018.78	\$55,729.23
MATERIALS AND SUPPLIES	\$35,047.40	\$126,745.82	\$248,990.93	\$236,075.12	\$222,916.90
OFFICE SUPPLIES	\$8,886.85	\$31,686.45	\$62,247.73	\$59,018.78	\$55,729.23
INSTRUCTIONAL EQUIPMENT	\$35,047.40	\$126,745.82	\$248,990.93	\$236,075.12	\$222,916.90
OFFICE EQUIPMENT *****	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

* Student interns and instructional support team from UNC-Wilmington

** Provided by New Hanover County Schools

*** Lunch will be provided from an external vendor

**** Provided by New Hanover County Schools

***** Provided by New Hanover County Schools

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TESTING MATERIALS	\$10,000.00	\$10,200.00	\$10,404.00	\$10,612.08	\$10,824.32
INSURANCE	\$3,996.33	\$7,123.62	\$9,841.31	\$10,019.20	\$10,200.44
UTILITIES	\$101,351.00	\$103,378.02	\$105,445.58	\$107,554.49	\$109,705.58
RENT	\$1.00	\$1.02	\$1.04	\$1.06	\$1.08
MAINTENANCE & REPAIR *****	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TRANSPORTATION	\$8,400.00	\$8,568.00	\$8,739.36	\$8,914.15	\$9,092.43
MARKETING	\$1000.00	\$0.00	\$0.00	\$0.00	\$0.00
FOOD/CAFETERIA SUPPLIES	\$27,000	\$27,540.00	\$28,090.80	\$28,652.62	\$29,225.67
TOTALS	<u>\$796,920.00</u>	<u>\$1,593,840.00</u>	<u>\$2,390,760.00</u>	<u>\$2,390,760.00</u>	<u>\$2,390,760.00</u>

***** Provided by New Hanover County Schools

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	<u>\$0</u>
Certificates of Deposit	<u>\$0</u>
Bonds	<u>\$0</u>
Real Estate	<u>\$0</u>
Capital Equipment	<u>\$0</u>
Motor Vehicles	<u>\$0</u>
Other Assets	<u>\$0</u>
Total	<u>\$0</u>

Additional Notes: Both, the New Hanover County Board of Education and the New Hanover County Blue Ribbon Commission have resources that they are willing to allocate to this project.

MARKETING PLAN (N.C.G.S. 115C.238.29F(g)(1-7))

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions NCGS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

- Working with the New Hanover County Blue Ribbon Commission, a staff member from the organization will go house to house in the Wilmington Promise Neighborhood Youth Enrichment Zone of all fifth grade students (rising sixth graders) in the neighborhood. The parent/guardian of each of the students and the student will receive a brochure from the Youth Enrichment Zone Advocate to inform them of how the potential D.C. Virgo Urban Prep Charter Academy may positively impact his/her life; (Please see appendix of a draft of the marketing brochure)
- Small group community meetings will be held at the Boys and Girls Club in the neighborhood to explain the school program for citizens and parents;
- All feeder elementary schools for the neighborhood will be visited by the principal and an orientation will be provided to each fifth grade student in the feeder school regarding the goals and educational services provided by D.C. Virgo Urban Prep Charter Academy;
- The principal and a member of the Board of Directors will visit each pastor and congregation of the churches located in the Wilmington Promise Neighborhood Youth Enrichment Zone to explain the goals and educational program of D.C. Virgo Urban Prep Charter Academy and to request an opportunity to speak at a Sunday morning church service or mid-week church event to explain the benefits of the academy;

- Saturday morning meetings will be conducted at the D.C. Virgo Urban Prep Charter Academy building to provide parents and students opportunities to answer questions regarding the goals and the educational program and other items of interest to potential enrollees;
- A briefing will be conducted for representatives of the media to effectuate their understanding of the Virgo Urban Prep Charter Academy goals and programs and to solicit their participation in providing features on the uniqueness of the school;
- Information will be provided to free public community service cable channels regarding the academy and how to enroll in the school;
- Advertisements will be placed in local publications such as *Parent, Encore, Wilmington Journal, Wilmington Star New, Wilma and Port City Executive*;
- Presentations will be made to parent advocacy groups who address the needs of special populations to stimulate parental interest and student enrollment at D.C. Virgo Urban Prep Charter Academy;
- Social media such as Facebook and Twitter will be used to reach parents and potential students who are technology proficient;
- Presentations will be made to local teacher, teacher assistant, principal, and assistant principal associations to educate them about the D.C. Virgo Urban Prep Charter Academy and the professional opportunities available by working in a creative learning community. Opportunities for those who want to make a significant difference in the lives of the students who are enrolled;
- Presentations will be made to students at local and regional universities that have teacher education programs to inform them of the exciting job opportunities at the D.C. Virgo Urban Prep Charter Academy for service as teacher interns during their junior and senior years;
- Members of the Board of Directors and the Blue Ribbon Commission staff will stand outside of neighborhood establishments on Saturdays to distribute information to residents regarding the Virgo Urban Prep Charter Academy; and
- Enrollment commitment days will be formally established and disseminated to each home, feeder elementary schools, neighborhood churches, and to the media for parents so they may sign the necessary paper work related to matriculating at the school for the 2012-13 school year.
- Working with other non-profit organizations who address youth and their families in New Hanover County, such as the Boy and Girl Scouts, Dreams, Inc., soccer and other recreational league teams; information regarding D.C. Virgo Urban Prep Charter Academy will be disseminated with enrollment forms and contact information.
- Designated community channels on Time Warner and Charter Cable companies will be used to provide viewers information about D.C. Virgo Urban Prep Charter Academy and procedures for enrolling; and
- The PTA Council will be asked to provide a PTA program for each elementary school on the D.C. Virgo Urban Prep Charter Academy with marketing and enrollment information available for those families who have a possible interest in enrolling.

SCHOOL AUDITS:

PROGRAM AUDITS: N.C.G.S. 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

The program will be evaluated by a third party evaluator and evaluation team using the **Logic Evaluation Model**. This model consists of the following:

- **Goal(s):** What is the need to be addressed?
- **Inputs:** What resources are dedicated to or utilized by the program?
- **Activities:** What specific interventions are being directed toward the goal?
- **Outputs:** What are the direct products of program activities?
- **Outcomes:** What are the expected short term results from the activities?
- **Impact:** What are the long term results that can be observed?

Using this model, it is possible to determine the impact of **each** of the goals and strategies deployed at the Virgo Urban Prep Charter Academy.

Data will be collected by the evaluator through coordination with the staff members designated by the Principal and the Board of Directors.

- **Goals and Objectives**
For each project goal and objective, data appropriate to the goal will be collected and analyzed. This information will be used to examine annual progress, as well as the longitudinal or the cumulative impact of the program, based on established goals and objectives.
- **Inputs**
The fiscal and human resources, time and other allocations will be disaggregated by activity so as to effectuate analysis of academy program cost effectiveness utilizing the *Resource Effectiveness Activity Report (REAP)*.
- **Activities**
The effectiveness of each strategy of the D.C. Virgo Urban Prep Charter Academy is critical in accomplishing program goals. To facilitate formative evaluation of activity impact, a *Task Analysis Profile (TAP)* will be utilized to determine the degree to which each strategy has been implemented consistent with proposed project timelines. In addition, the *Strategy Target Effectiveness Profile (STEP)* will be utilized to assess what effect, if any, the strategy had on academy outcomes.
- **Outputs**

Data collection procedures will include, but are not limited to, securing information relative to each of the program components. This information, using established criteria, will examine the qualitative and quantitative outputs of the program as it relates to program goals and objectives. This data will be derived from examination of written and oral communications, selected data from the Task Analysis Profile (TAP), StrategyTarget Effectiveness Profile (STEP), and the Resource Effectiveness Activity Profile (REAP).

- **Outcomes**

The results of the activities cited in this project will be ascertained from responses to the instruments and data collection procedures cited above. These evaluation tools will determine:

- The degree to which each goal and objective has been attained;
- Task implementation and strategy effectiveness; and
- Cost effectiveness and efficiency of service delivery.

- **Impact**

The long term impact of the academy over the initial charter period will be examined by annual and longitudinal analysis of participant growth using appropriate statistical methods related to goal attainment, goal relationships, as well as strategy effectiveness and cost effectiveness. Annual and longitudinal evaluation data and recommendations by the external evaluator will be used to make, if necessary, modifications that would qualitatively improve the academy program(s).

Development of Recommendations

Based upon data collection and analysis relative to all program components, the evaluation team and Senior Evaluator will develop recommendations for consideration by the Principal and Board of Directors.

FINANCIAL AUDITS: N.C.G.S. 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

The Board of Directors of the D.C. Virgo Urban Prep Charter Academy will solicit bids from vendors approved by the NC Local Government Commission to conduct a financial audit on an annual basis. The Request for Proposal (RFP) will be prepared and disseminated to potential vendors no later than July 1, 2012 with approval of a vendor no later than September 1, 2012. At that time it will be submitted to the LGC.

HEALTH AND SAFETY REQUIREMENTS (N.C.G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- **Safety**
The Principal and Operations Committee of the D.C. Virgo Urban Prep Charter Academy shall conduct a weekly safety inspection on alternating days. Areas to check include, but are not limited to those set forth by the Association of School Business Officials. The audit will focus on any unusual hazards or potential hazards that would impact safety of students and staff. This includes, but is not limited to fire extinguishers, first aid supplies, storage and other critical hazard areas. The results of each inspection will be recorded and maintained for review by state and county regulatory officials.
- **Immunization of Students**
All students shall be required to show proof of all state required immunizations (Public School Law 130A-152 Immunization Required) prior to the first day of school.
- **Fire and Safety Regulations**
Unannounced fire drills will be conducted once a month. All students and teachers will be required to go to their assigned locations. Teachers will have their attendance books with them and will be the last person to exit the room. In addition, all lights shall be turned off and all windows and doors shut. Upon arrival at their assigned location, the teachers will take roll and provide their attendance information to the Principal. All fire extinguishers on the campus shall be checked semi-annually by a certified inspector from the Fire Department. This standard of safety will exceed that required by OSHA. All students and staff shall be instructed on how to react in case of fire on campus. Students shall be instructed on how to pull the fire alarm in the event that a faculty member is injured and unable to do so. The D.C. Virgo Urban Prep Charter Academy is designated as a non-smoking campus.
- **Food Inspections**
Not applicable as box lunches will be provided by a vendor or students will bring their lunch from home.
- **Hazardous Chemicals**
All staff members will be instructed in the proper storage and handling of hazardous chemicals.
- **Bloodborne Pathogens**
Any staff member or student who is diagnosed with having a bloodborne disease. e. g. AIDS, HIV, etc. shall be allowed to continue to their duties and responsibilities unless it is hazardous to others. In any case of communicable disease, strict adherence to control measures as defined by OSHA and the North Carolina and New Hanover County Departments of Health will be observed.

- **Diabetes Care Plans**
Staff members and students who are on diabetes care plans shall be closely monitored for adherence to health related matters in the plan.
- **Providing students in Grades 9-12 with information on how a parent may lawfully abandon a newborn**
Not Applicable
- **Providing parents and guardians with information about: Meningococcal meningitis and influenza and their vaccines at the beginning of the year**
Annually, the New Hanover County Health Department shall be requested to meet with staff members, parents and students to discuss the benefits of vaccines related to the aforementioned and make them available to individuals upon request.
- **Providing parents and guardians with information about: Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases**
Annually, the New Hanover County Health Department shall be requested to meet with staff members, parents and students to discuss the benefits of vaccines related to the aforementioned and make them available to individuals upon request.

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000 per occurrence
Property Insurance	Appraised Value of Virgo Facility
Motor Vehicle Liability	\$1,000,000 per occurrence
Bonding	
Minimum amount:	\$250,000 per employee
Maximum amount:	\$500,000 per employee
Other Workman's Compensation	Per established rate

TRANSPORTATION (N.C.G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

Transportation will be provided to eligible students through a contractual agreement with the New Hanover County Schools. (Please see Appendix for letter of commitment from the New Hanover County Schools)

FACILITY (N.C.G.S. 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

The D.C. Virgo Urban Prep Charter Academy will operate at an existing middle school site formerly occupied by the New Hanover County Schools which has been vacant for one year to allow for the restructuring of the school due to low enrollment and poor test scores. The design of the school is such that the Education Program set forth in this application can be optimally implemented.

Name of the facility (if known): D. C. Virgo Middle School
Address: 813 Nixon Street City/State/Zip: Wilmington, N.C. 28401

Description of the Facility:

Total square feet:	<u>79.514</u>
Number of Classrooms:	<u>23</u>
Number of Restrooms:	<u>18</u>
Other Rooms:	
Auditorium:	<u>1</u>
Gymnasium:	<u>1</u>
Music Room:	<u>1</u>
Art Room:	<u>1</u>
Laboratory:	<u>2</u>

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

- (a) Term of the Lease: Term to be negotiated
- (b) Type of Lease: Permanent
- (c) Rent: \$ 1.00 per year

Name of Landlord: New Hanover County Board of Education

Address: 6410 Carolina Beach Road

City/State/Zip: Wilmington, NC 28412

Phone: (910) 763-5431

Fax: (910) 254-4226

Document inspections for the following:

- (a) Fire: Yes
- (b) Safety: Yes
- (c) Handicapped accessibility: Yes

Describe how the maintenance will be provided for the facility.

All preventive and regular maintenance will be provided by the maintenance staff of New Hanover County Schools based upon the lease specifications. Day to day custodial cleaning will be the responsibility of the D.C. Virgo Urban Prep Charter Academy custodian.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Not applicable, due to lease arrangements with the New Hanover County Board of Education for lease of a facility.

LEA Impact Statement

Pursuant to N.C.G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

A review of the Virgo Charter Application shows that there will be several areas in which the LEA will be impacted. The first is financially, as with any charter school, public dollars will flow from the district to the school. While this is typically a negative, the partnership aspect of this application outweighs that. The second area of impact is the community, by partnering with the Blue Ribbon Commission the LEA will help restore trust in the community by reopening a school in an area that has expressed concerns about school closures. The Blue Ribbon Commission is a recognized nonprofit entity that is working in the downtown area of Wilmington and is committed to reducing youth violence and improving the lives of students in its identified area. The commission includes elected leaders, faith-based leaders and education leaders. Finally, the LEA enrollment may be slightly reduced due to this charter school. Geographically, in the area that it will open, the school most likely to be effected is Williston Middle School. That school is currently over capacity.

Please see the attached letter from the Superintendent Tim Markley of New Hanover County Schools.

VII. Signature Page

The signature page for the foregoing application is submitted as Appendix H on behalf of the D.C. Virgo Urban Prep Charter Academy.

Appendices

Appendix A
LEA Impact Statement



New Hanover County Schools
Reach, Equip, Achieve.

DR. TIM MARKLEY
Superintendent

OFFICE OF THE SUPERINTENDENT

November 10, 2011

To Whom It May Concern:

LEA Impact:

A review of the Virgo Charter Application shows that there will be several areas in which the LEA will be impacted. The first is financially, as with any charter school, public dollars will flow from the district to the school. While this is typically a negative, the partnership aspect of this application outweighs that. The second area of impact is the community, by partnering with the Blue Ribbon Commission the LEA will help restore trust in the community by reopening a school in an area that has expressed concerns about school closures. The Blue Ribbon Commission is a recognized nonprofit entity that is working in the downtown area of Wilmington and is committed to reducing youth violence and improving the lives of students in its identified area. The commission includes elected leaders, faith-based leaders and education leaders. Finally, the LEA enrollment may be slightly reduced due to this charter school. Geographically, in the area that it will open, the school most likely to be effected is Williston Middle School. That school is currently over capacity.

Regards,

Tim Markley

TM/sb

Appendix B

Virgo Physical Plant

DRAWING DATE	12/13/06
SCHOOL CODE	320
BUILDING NO.	SITE
SQUARE FEET	
TOTAL ACRES	5.9
NEW HANOVER COUNTY SCHOOLS MAINTENANCE OPERATIONS DEPT. 2814 CAROLINA BEACH ROAD WILMINGTON, NC 28412 910-254-4407 PHONE 910-254-4410 FAX	

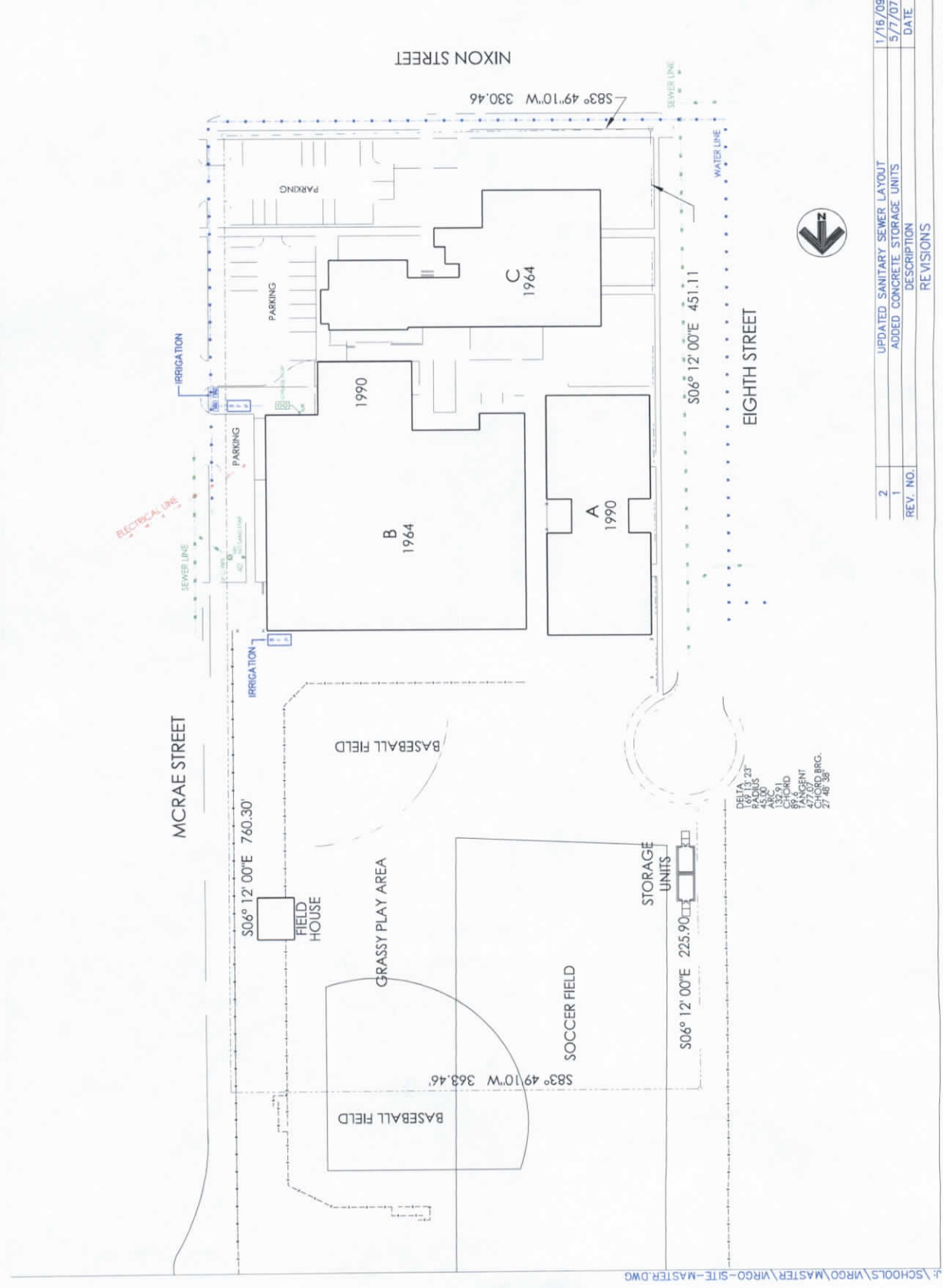
D.C. VIRGO MIDDLE SCHOOL
MASTER SITE LAYOUT
813 NIXON STREET
WILMINGTON, NC 28401



NHCS
Great Expectations.
Every School. Every Child.

DRAWN BY	REV. DATE
JC	1/16/09

FILE NAME	MASTER SITE LAYOUT
SCALE	1
NOT TO SCALE	3



REV. NO.	DESCRIPTION	DATE
2	UPDATED SANITARY SEWER LAYOUT	1/16/09
1	ADDED CONCRETE STORAGE UNITS	5/17/07

REVISIONS

PROPERTY ACCOUNTING PLAN

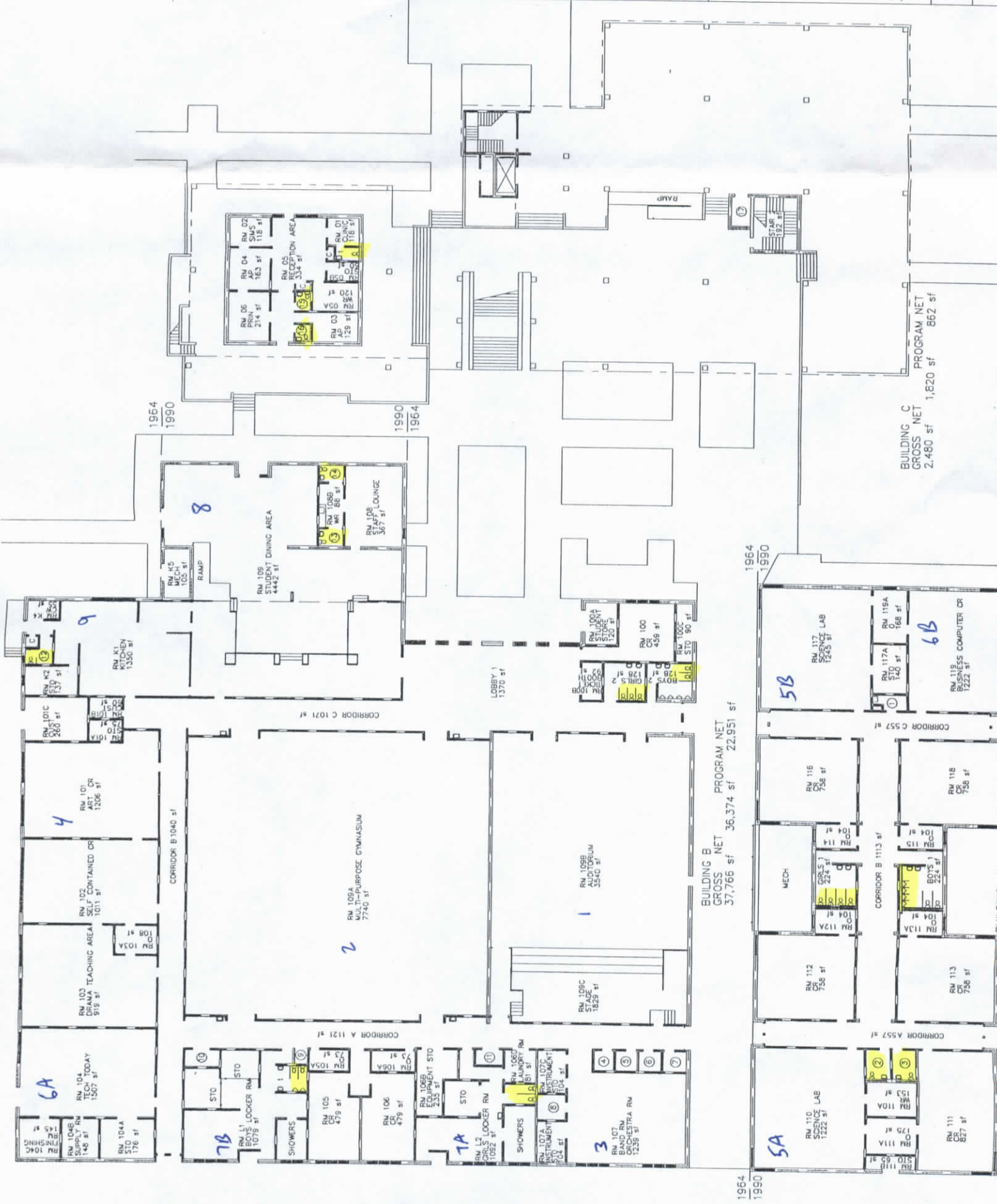
ROOM NAME	LEGEND
AP	ASSISTANT PRINCIPAL
CW	CAN WASH
CR	CLASSROOM
C	CLOSET
CONF	CONFERENCE ROOM
CUST	CUSTODIAN ROOM
CL	CURRICULAR ROOM
CC	COUNSELOR
MCR	MOBILE CLASSROOM
MECH	MECHANICAL ROOM
O	OFFICE
PRIN	PRINCIPAL OFFICE
RM	ROOM
STO	STORAGE
T (B)	TOILET (BOYS)
T (G)	TOILET (GIRLS)
T (M)	TOILET (MEN)
T (W)	TOILET (WOMEN)
WR	WORK ROOM
WW	WARE WASH



FIELD HOUSE
1426 SQ. FT.

FIELDHOUSE NOT IN ACTUAL LOCATION

ROOM	AREA	DESCRIPTION	AREA	DESCRIPTION
1	RM 117B	CUSTODIAN	41 sf	
2	RM 110B	TOILET (M)	65 sf	
3	RM 110C	TOILET (W)	65 sf	
4	PRACTICE 1		42 sf	
5	PRACTICE 2		42 sf	
6	PRACTICE 3		42 sf	
7	PRACTICE 4		42 sf	
8	RM 107B	STORAGE	87 sf	
9	RM 105B	STORAGE	20 sf	
10	RM 105C	CUSTODIAN	53 sf	
11	RM 106C	STORAGE	53 sf	
12	RM K3	LOCKERS/TOILET	40 sf	
13	RM 108A	TOILET (W)	32 sf	
14	RM 108C	TOILET (M)	32 sf	
15	RM 07	TOILET (M)	21 sf	
16	RM 08	TOILET (W)	21 sf	
17	RM 09	MECHANICAL RM	50 sf	



BUILDING B
GROSS NET 37,766 sf
PROGRAM NET 22,951 sf

BUILDING C
GROSS NET 2,480 sf
PROGRAM NET 862 sf

DRAWING DATE: 11/1/06
SCHOOL CODE: 3
BUILDING NO.: A
TOTAL ACRES: 79
NEW HANOVER COUNTY SCHOOLS
MAINTENANCE OPERATIONS
2814 CAROLINA BEACH ROAD
WILMINGTON, NC 28412
910-254-4407 PHONE
910-254-4410 FAX

D.C. VIRGO MIDDLE SCHOOL
MASTER BUILDING LAYOUT

NHCS
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DRAWN BY: JC
REV. DATE: [blank]
FILE NAME: MASTER BUILDING LAYOUT

ROOM NAME	LEGEND
AP	ASSISTANT PRINCIPAL
CW	CAN WASH
CR	CLASSROOM
C	CLOSET
CONF	CONFERENCE ROOM
CUST	CUSTOMER
E	ELECTRICAL ROOM
G-C	GUIDANCE COUNSELOR
MCH	MEDIA CENTER
MEDH	MEDICAL ROOM
PRN	PRINCIPAL OFFICE
RM	ROOM
STD	STORAGE
1(B)	TOILET (BOYS)
1(G)	TOILET (GIRLS)
1(M)	TOILET (MEN)
1(W)	TOILET (WOMEN)
WR	WORK ROOM
WW	WARE WASH



BUILDING C FLOOR 2
 GROSS NET PROGRAM NET
 12,543 sf 12,973 sf 9,938 sf



BUILDING C FLOOR 3
 GROSS NET PROGRAM NET
 11,325 sf 8,941 sf 6,255 sf



NHCS
Great Expectations.
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D.C. VIRGO MIDDLE SCHOOL
 MASTER BUILDING LAYOUT
 BUILDING C, 2ND AND 3RD FLOORS

 813 NIXON STREET
 WILMINGTON, NC 28401

DRAWING DATE	11/1/06
SCHOOL CODE	320
BUILDING NO.	C
SQUARE FEET	79,514
TOTAL ACRES	
NEW HANOVER COUNTY SCHOOLS MAINTENANCE OPERATIONS DEPT.	
2814 CAROLINA BEACH ROAD WILMINGTON, NC 28412	
910-254-4407 PHONE	
910-254-4410 FAX	

DRAWN BY _____ REV. DATE _____

Appendix C

Youth Enrichment Zone Map

Youth Enrichment Zone



Appendix D
Budget Worksheet

Budget: Expenditure Projections 2012-13 through 2016-17

Description	2012-13	2013-14	2014-15	2015-16	2016-17
Administrator (1)	50,916.00	51,934.32	52,973.01	54,032.47	55,113.12
Clerical (1)	26,992.00	27,531.84	28,082.48	28,644.13	29,217.01
Teachers (varies with ADM)	212,280.00	433,051.20	662,568.34	675,819.67	689,336.11
Teacher Assistants (varies with ADM)	-	158,797.66	242,960.36	247,819.61	252,743.22
Technology Facilitator (1)	30,000.00	30,600.00	31,212.00	31,836.24	32,472.96
Custodian (1)	25,944.00	26,462.88	26,992.14	27,531.98	28,082.62
Subtotal FTE Salaries	346,132.00	728,377.90	1,044,788.32	1,065,684.09	1,086,965.05
Guidance PT (varies with ADM)	50,400.00	102,816.00	157,308.48	160,454.65	163,663.74
Other (1) PT	19,434.24	19,822.92	20,219.38	20,623.77	21,036.25
Part time Salaries	69,834.24	122,638.92	177,527.86	181,078.42	184,699.99
Total Salaries	415,966.24	851,016.82	1,222,316.18	1,246,762.51	1,271,665.03
Benefits for FTE:					
Social Security	26,479.10	55,720.91	79,926.31	81,524.83	83,152.83
Retirement	45,412.52	95,563.18	137,076.23	139,817.75	142,609.81
Hospitalization	64,103.00	108,482.00	152,861.00	152,861.00	152,861.00
Subtotal Benefits for FTE	135,994.62	259,766.09	369,863.53	374,203.58	378,623.64
Benefits for PT Emp:					
Social Security	5,342.32	9,381.88	13,580.88	13,852.50	14,129.55
Subtotal Benefits for FTE	5,342.32	9,381.88	13,580.88	13,852.50	14,129.55
Total Benefits	141,336.94	269,147.97	383,444.41	388,056.08	392,753.19

Insurance:							
Bonding (2 employees)	18.00	18.00	18.00	18.00	18.00	18.00	18.00
Property Insurance	309.60	619.20	928.80	928.80	928.80	928.80	928.80
Workers' Compensation	3,668.73	6,486.42	8,894.51	9,072.40	9,072.40	9,253.64	9,253.64
Total Insurance	3,996.33	7,123.62	9,841.31	10,019.20	10,019.20	10,200.44	10,200.44

Other Expenses:							
Testing Materials	10,000.00	10,200.00	10,404.00	10,612.08	10,612.08	10,824.32	10,824.32
Marketing	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Utilities	101,351.00	103,378.02	105,445.58	107,554.49	107,554.49	109,705.58	109,705.58
Rent	1.00	1.02	1.04	1.06	1.06	1.08	1.08
Transportation	8,400.00	8,568.00	8,739.36	8,914.15	8,914.15	9,092.43	9,092.43
Food/Cafeteria Supplies	27,000.00	27,540.00	28,090.80	28,652.62	28,652.62	29,225.67	29,225.67
Staff Development	8,886.85	31,686.45	62,247.73	59,018.78	59,018.78	55,729.23	55,729.23
Materials and Supplies	35,047.40	126,245.82	248,490.93	235,575.12	235,575.12	222,416.90	222,416.90
Office Supplies	8,886.85	31,686.45	62,247.73	59,018.78	59,018.78	55,729.23	55,729.23
Instructional Equipment	35,047.40	126,245.82	248,490.93	235,575.12	235,575.12	222,416.90	222,416.90
Total Other Expenses	235,620.49	466,551.59	775,158.10	745,922.21	745,922.21	716,141.34	716,141.34

Total Expenses	796,920.00	1,593,840.00	2,390,760.00	2,390,760.00	2,390,760.00	2,390,760.00	2,390,760.00
Total budget	796,920.00	1,593,840.00	2,390,760.00	2,390,760.00	2,390,760.00	2,390,760.00	2,390,760.00
Difference	-	-	-	-	-	-	-

Notes:

- Part time salaries are based on NHCS average salaries. Guidance 73% employed and Other PT 73% employed
- Employee benefits include social security, retirement and hospitalization on full time employees and only social security on part time employees
- Hospitalization based on Full time employees (FTE)
- Projected a 2% raise for employees each year
- Insurance Bonding estimate is based on Insurance being purchased for an administrator (1) and clerical staff (1)
- Workers' Comp estimate is based on current year rate of .60% for Professional Employees and 4.43% for other employees
- Risk Management Service Fee is also included in Workers' Comp estimate this was calculated using FY 12 contract (total fee/total wages=rate)
- Property insurance estimate was based on NHCS current liability coverage/site. This liability cost is calculated using a rate of \$2.58 and ADM

Appendix E

Transportation Commitment Letter



New Hanover County Schools
Reach, Equip, Achieve.

DR. TIM MARKLEY
Superintendent

BILL HANCE
Asst. Superintendent, Operations Division

November 10, 2011

To Whom It May Concern:

Please be advised that the NHCS is committed to providing transportation to and from Virgo Urban Prep Charter Academy to those eligible students who live in the Youth Enrichment Zone.

Costs for this purpose were developed by the Operations Department of New Hanover County Schools and are included in the proposed budget.

Sincerely,

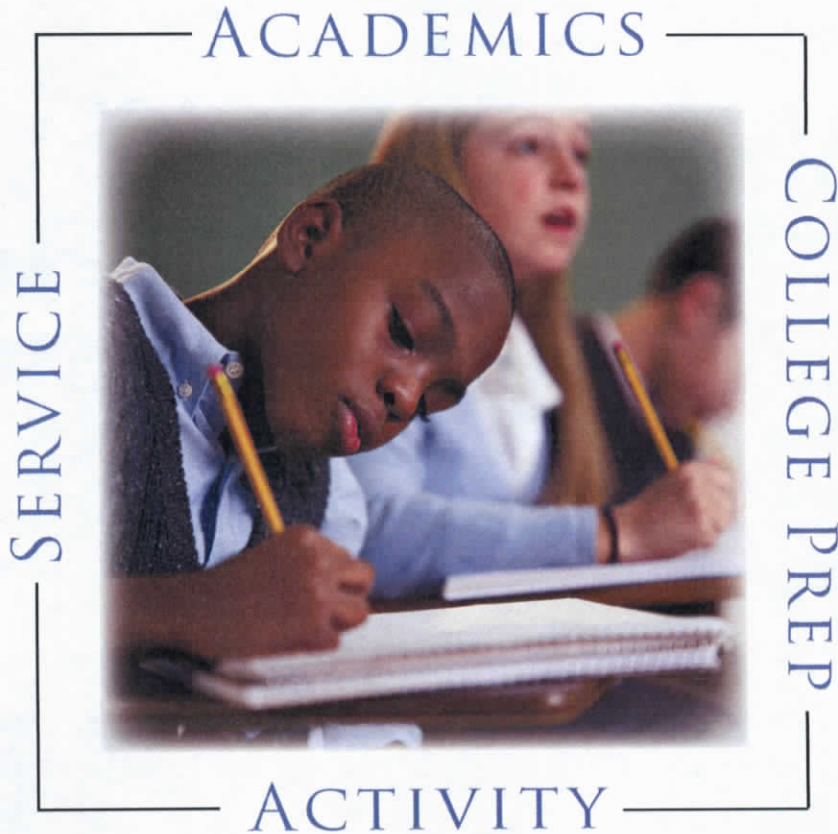
George W. Hance, Jr.
Assistant Superintendent of Operations

Appendix F

Marketing Brochure

VIRGO URBAN PREP ACADEMY

*Equipping today's students to
become tomorrow's leaders*



ORGANIZATION

The Virgo Prep Academy will be organized for middle school, grades 6-8. The academy will work to increase students' learning through a

structured learning environment, focused teaching methods, technology and professional dress code. The grade level phasing will be:

	2012-13	2013-14	2014-15
Middle School Grades	6	6-7	6-8

Admission shall be non-selective and based on a lottery system. Upon admission, students and parents will sign a letter of commitment

indicating that they understand both the requirements and regulations regarding all facets of program operation.

ADMISSION

LEARNING ENVIRONMENT

Students will attend a weekly required class on ethics that will focus on respect, principles, and moral values. They will examine the philosophies of: Plato, Aristotle, Gandhi,

Dr. Martin Luther King, Jr., and others. Students will draw on these perspectives to consider their own roles and responsibilities as students, family members, and citizens. They will also project on how these core values can play a pivotal role in their own success.

The classroom curriculum and methodology will be presented by teaching methods that help to develop a disciplined mind, a synthesizing

mind, a creating mind, a respectful mind, and an ethical mind. The teaching methods will use the Common Core and Essential Standards as focal points of learning, which will equip students for future academic success by preparing them with the knowledge and skills to compete and collaborate in a global society.

TEACHING METHOD

TECHNOLOGY

Each student will be provided with a free, one-to-one access to a laptop computer during the school year to access data bases, reference

materials, and other learning tools. Multi-media technologies such as SmartBoards and electronic libraries will be utilized in classrooms and available throughout the academy.



DRESS

Students are required to dress in appropriate attire daily. Boys shall wear a navy blue blazer, white or blue shirt, school tie and khaki slacks. Girls shall wear a khaki jumper, or navy blue blazer, white or blue blouse, khaki skirt or slacks.

MIDDLE SCHOOL

The Virgo Urban Prep middle school is composed of four interconnected and interdisciplinary components:

THE ACADEMIC COMPONENT

Provides a very rigorous college preparatory curriculum that focuses on reading, writing, public speaking, and mathematics. Students will be provided with evaluation rubrics, which will set forth requirements for course grading.

THE SERVICE COMPONENT

Deepens a sense of responsibility by assisting students in identifying community needs and completing volunteer programs to address these needs.

THE ACTIVITY COMPONENT

Requires students to participate in on school-sponsored activity per year such as: sports teams or clubs in order to more fully develop their confidence, interpersonal, and leadership skills and respect for others.

THE PROFESSIONAL & COLLEGE COMPONENT

Provides opportunities for students to spend time in a professional setting on a college/university campus to increase their understanding of the wider world, reinforce character and leadership development, and to serve as a means for students to gain valuable experience.

FAMILY & COMMUNITY INVOLVEMENT

FAMILY INVOLVEMENT

Involvement in the school by the students' family members, supportive of his/her aspirations, and community based group support group advocates are required and will be a key element in the student's success.

PERSONAL & COLLEGE COUNSELING

Each student has a personal counselor, as well as a college counselor. These two professionals work with the students to ensure that both the curricular and professional/college components of the program are successful experiences.

SUMMER PROGRAMS & INTERNSHIPS

Students will be involved in summer programs throughout New Hanover County and Southeastern North Carolina designed to promote academic, professional, and service success.

POSITIVE SCHOOL CULTURE

A nurturing school environment that promotes mutual respect among students, administrators, faculty, staff and volunteers will be provided.

SCHOOL DISCIPLINE

Students will be required to adhere to a clearly communicated discipline code based on mutual respect for both at school and in the community.

POSITIVE GENDER SPECIFIC ROLE MODELS

Gender specific classes with teachers, mentors, staff and volunteers from diverse backgrounds all committed to supporting and acting as supportive role models to the young men and women at the school.

STUDENT SUCCESS GROUPS

Each student is part of a small team of students led by a teacher and meets *daily* to provide peer mentoring and support.



INCREASED LEARNING OPPORTUNITIES

CLASSROOM ENVIRONMENT

A “win-win” philosophy to all learning interactions and problems.

ACADEMIC COMPONENT

Past educational performance on End-of-Grade Reading, Mathematics, and Writing Tests will be examined for strengths and weaknesses. Diagnostic tests will be taken by each enrollee to determine his/her areas which should be targeted for improvement.



INNOVATIVE TEACHING METHODS

USE OF A VARIETY OF ASSESSMENT TOOLS

Academic performance levels will be determined by a variety of assessment tools. The information will be used by the instructional team to design meaningful learning experiences that promote academic rigor and positive relationships.

DIFFERENTIATED STAFFING

Staffing will be designed to provide students with alternative approaches to thinking and learning through exposure to faculty members who function in different roles such as: large group presenter, small group facilitator, problem-solving coach, thinking process teacher, and real life experience professional or career applications instructor.



STUDENTS WILL:

- *Receive evaluation rubrics for course grading.*
- *Stand when speaking within the classroom while addressing their instructional leaders and peers.*
- *Be required to make formal presentations to a panel of experts and to grade-level peers as the completion of nine-week assignments.*
- *Utilize technology in the classroom to support and enhance the instructional process.*

NEW PROFESSIONAL OPPORTUNITIES

Staff members will be devoted to having a full understanding and mastery of the curriculum and instructional skills essential for ensuring student success. All faculty will undergo a professional development institute, both direct and on-line, that will be provided by experts in the focus areas of the school two months prior to opening.

PROFESSIONAL LEARNING OPPORTUNITIES EXAMPLES

- *Developing Core Ethical Values*
- *Developing Minds of the Future*
- *Using Formative Evaluation to Enhance Learning*
- *Enhancing Technological Awareness*
- *Facilitating Parental & Family Involvement & Support for Student Classroom Success*



EXPANDED CHOICES FOR PARENTS & TEACHERS

VIRGO URBAN PREP OPERATIONAL STANDARDS

- *A focus on developing the academic, social & emotional growth of each student through the interconnected and interdisciplinary components of academics, service, activities, professional & college awareness, & parent & family involvement*
- *A curriculum focused on core ethical values of courage, compassion, integrity, perseverance, & respect*
- *A curriculum focused on developing a disciplined mind, a synthesizing mind, a creative mind, a respectful mind, & a respectful mind*
- *A curriculum focused on academic thinking skills in technical reading, analytical mathematics, scientific processes, & social science inquiry*
- *A school culture & environment that incorporates classroom teaching strategies that incrementally build the academic, social & emotional self-confidence & self-esteem of each student*
- *Required parental involvement*
- *Required dress code*



EDUCATIONAL FOCUS

Parents who are interested in providing their middle school aged child(ren) an education that promotes and practices the ethical values of *courage, compassion, integrity, perseverance, and respect* through structured academics, service, extra-curricular activities, professional and college awareness activities and required parent and family involvement should consider Virgo Urban Prep Academy.

PERFORMANCE BASED ACCOUNTABILITY

Virgo Urban Prep will utilize a performance based accountability system by deploying the following strategies that will enhance personal responsibility from students, faculty, staff, and parents

MP USE OF VARIETY OF ENTRY PERFORMANCE ASSESSMENT TOOLS

These assessments instruments are designed to determine academic performance levels in various disciplines, learning styles, and leadership qualities such as: time management, organizational skills, communication styles, conflict management style, ethics, goals and aspirations. The results will be shared with each students and his/her parent(s) or guardian(s) to establish a base line for academic and personal goals to be achieved during the school year.

MP FORMATIVE ASSESSMENTS

Formative assessments will include benchmark test results and rubric evaluation of both individual and small group academic work. Periodic assessments related to self-growth will be utilized to assist the student and parent in evaluating progress on non-academic measures.

MP END-OF-GRADE ACHIEVEMENT TESTING

North Carolina End-of-Grade Tests will be utilized at each grade level. Students will also be administered the Iowa Test of Basic Skills to ascertain how they perform relative to nationally validated tests.

MP STUDENT PERCEPTION OF TEACHING STYLE

Using a validated instrument, students will evaluate the teaching of their instructors both individually and as an instructional team. Evaluations will be administered on a quarterly basis. They will be used by faculty members to strengthen instructional delivery and assess personal and team accountability of themselves and each other.

MP SCHOOL CLIMATE INVENTORY

To ensure ongoing assessment of school climate from the perspective of students, parents and teachers, a validated inventory will be given at the end of each semester. Based on results of the School Climate Inventory, if needed and where appropriate, adjustments and improvements can be implemented in school operations and classrooms.

MP PARENT INVOLVEMENT RATING SCALE

A Parent Involvement Rating Scale will be used by parents, students, and teachers to evaluate parental involvement in the school and supporting student learning. Using the results, parents will be asked to reflect on the consistency of the rankings and how they can make modifications, if appropriate, in their involvement of their child's education.



SPECIAL EDUCATION

To ensure compliance with all federal and state regulations for students with disabilities, the following strategies will be incorporated into the day to day operation of the Virgo Urban Prep Academy:

- *Student Individual Education Plans being developed and monitored on a pre-determined time period;*
- *Students being engaged in all activities of other students involved in school and classroom activities;*
- *Use of a variety of instructional strategies designed to maximize learning opportunities;*
- *A pupil-teacher ratio better than that required by regulatory authorities;*
- *Parent training opportunities and informational sessions to facilitate student learning at home; and*
- *Strategies to improve the academic performance of students on school, state, and national assessments.*



Virgo Urban Prep Academy will meet the needs of gifted students, English language learners, and other at-risk students through following methods:

- *Conform to the North Carolina Academically or Intellectually Gifted (AIG) Standards and procedures set forth and published by the North Carolina Department of Instruction.*
- *English learners proficiency levels will be measured by the WIDA-ACCESS Placement Test (W-APT). Dependent on test results, students will either receive direct ESL instruction or occasional assistance by an ESL teacher upon request .*
- *Other At-Risk students will be identified using a Student Intervention Profile system, which incorporates the administering of the Biggs' Study Process Questionnaire as a diagnostic tool to identify "at-risk" students. This information will be used to assist the student in learning strategies that will transition he/she to the achieving domain. The child's teacher will also be provided with strategies that will assist the student in maximizing his/her academic performance.*

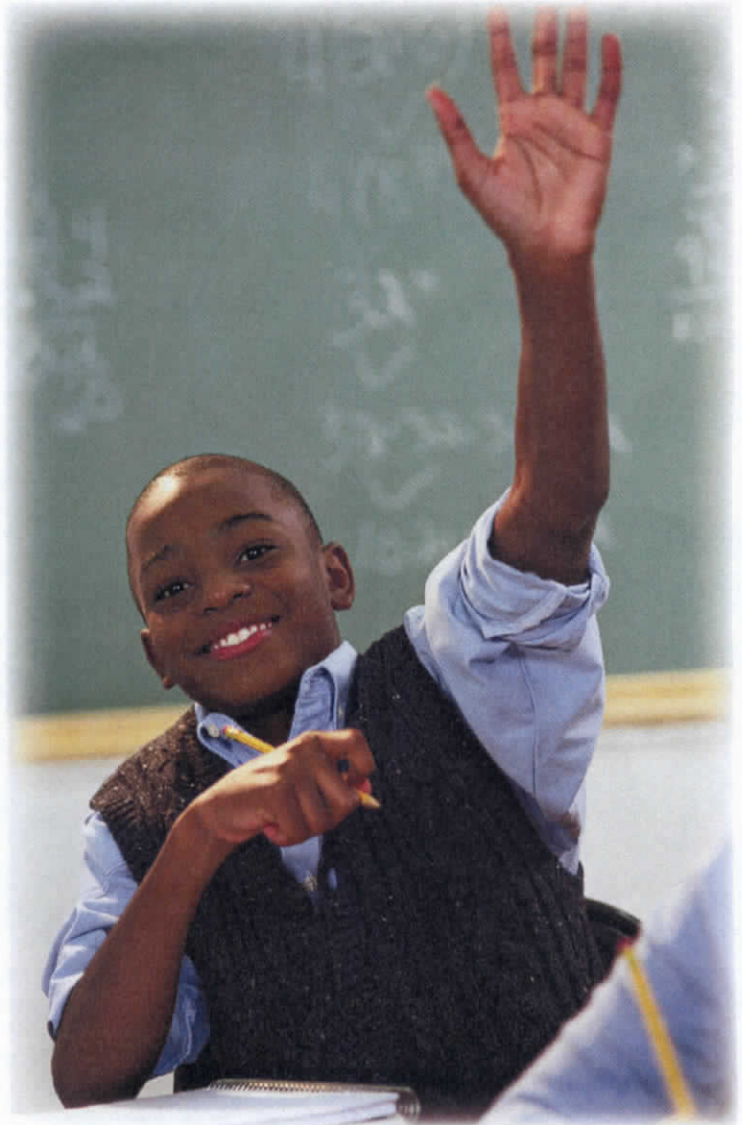
ALL STUDENTS WILL BE PROVIDED:

- *Daily access to Supplement Learning Labs to receive remedial or enrichment instruction both during and after school.*
- *Opportunity to take part in a Student Success Group - a small student team led by a teacher that meets daily to provide peer mentoring and support.*
- *An assigned Tutor-Advocate. These individuals will be retired, volunteer professionals (lawyers, teachers, physicians, businessmen and women), that will provide academic assistance and other duties assigned by teachers/counselors.*
- *A counseling team that will collaborate and coordinate all services the student needs to succeed at Virgo Urban Prep. The Personal Counselor's role will be to maintain contact with the student and his/her family no less than every two weeks to ensure ongoing communication and family involvement in school activities.*

OBJECTIVES TIMELINE

Virgo Urban Prep will accomplish *seven key objectives by June 30, 2013*. The objectives are as follows:

- *All students will perform at Proficiency Level III or higher as determined by the results of the North Carolina End-of-Grade Test results;*
- *All students will perform at or better than the national average score as determined by the Iowa Test of Basic Skills;*
- *All students will demonstrate an understanding of disciplinary thinking skills as determined by the Watson-Glaser Assessment of Thinking Skills;*
- *All students will demonstrate an understanding of ethical principles for every day interactions with others as determined by pre-post assessments of the Ethics Affinity Indicator Index;*
- *All students will possess positive attitudes toward school and learning as determined by pre-post assessments of the Student Attitudes Toward Learning Index;*
- *Parents of students enrolled at Virgo Urban Prep will possess positive attitudes toward the school and its programs as determined by pre-post assessments of the School Climate Inventory; and*
- *Parents of students enrolled at Virgo Urban Prep will possess positive attitudes toward their involvement at school as determined by results of the Parent Involvement Rating Scale.*



VIRGO URBAN PREP ACADEMY

Equipping today's students to become tomorrow's leaders

Appendix G

Special Education

WHAT IS PROGRESS MONITORING?

In the context of an RTI prevention model, progress monitoring is used to assess student progress or performance in those areas in which they were identified as being at-risk for failure (e.g., reading, mathematics, social behavior).

It is the method by which teachers or other school personnel determine if students are benefitting appropriately from the typical (e.g., grade level, locally determined, etc.) instructional program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction (Fuchs & Stecker, 2003).

Although progress monitoring is typically implemented to follow the performance of individual students who are at risk for learning difficulties, it can also follow an entire classroom of students (Fuchs & Fuchs, 2006).

Students are given brief timed samples or probes made up of academic material taken from that particular student's grade level.

- Brief assessments of 1 – 3 minutes that help to determine if the student is responding to instructional interventions.
- * Targeted to a specific skill and are directly related to the skill being taught.
- * Probe results are charted.
- * Group probes establish classroom baselines for comparison purposes.

PARENTS CAN ASK QUESTIONS

What research based instruction is my child using in the classroom?

How will assistance be provided? By whom? How often and for how long?

How will I know if my child is improving or not?

What can I do to help with this process?

How will my child's progress be monitored by the teacher? Please explain the data to me.

WHAT DO I DO IF I THINK MY CHILD IS STRUGGLING?

- Talk to your child's teacher about your concerns.
- Ask for regular progress monitoring reports.
- Celebrate your child's success as they are making progress, no matter how small.
- Participate in meetings about your child.
- Learn more about the methods and materials used to teach your child and how your child is

RTI IS A THREE TIER PROCESS THAT BUILDS UPON ONE ANOTHER

ACADEMIC SYSTEMS

BEHAVIORAL SYSTEMS

TIER 3: *Intensive, Individual Interventions*

Individual Students · Assessment-based
High Intensity · Of Longer Duration

5%

TIER 2: *Targeted Group Interventions*

Some Students (at-risk) · High Efficiency
Rapid Response

15%

TIER 1: *Core Instructional Interventions*

All Students
Preventive, Proactive

80%

TIER 3: *Intensive, Individual Interventions*

Individual Students · Assessment-based
High Intensity · Of Longer Duration

5%

TIER 2: *Targeted Group Interventions*

Some Students (at-risk) · High Efficiency
Rapid Response

15%

TIER 1: *Core Instructional Interventions*

All Settings, All Students
Preventive, Proactive

80%

Instructional Decision Making for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

Individual Students
Assessment-based
High Intensity
Of longer duration

Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Universal Interventions

All students
Preventive, proactive

Intensive, Individual Interventions

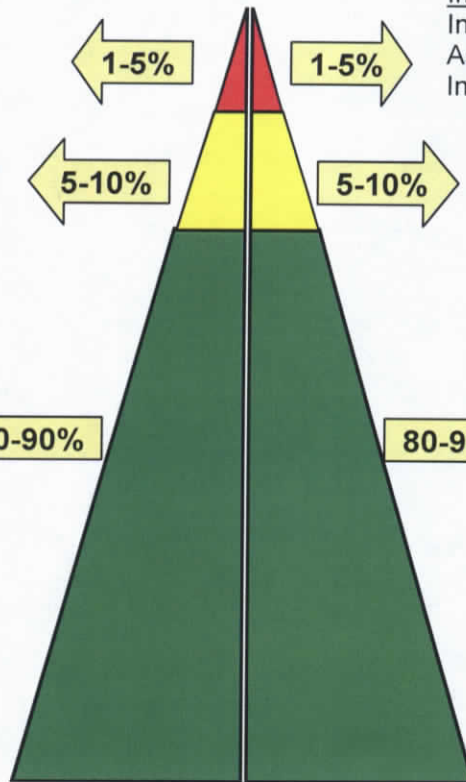
Individual Students
Assessment-based
Intense, durable procedures

Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Universal Interventions

All settings, all students
Preventive, proactive





Response to Intervention

NASDSE and CASE White Paper on RtI

Introduction

This paper is a joint product by the National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) at the Council for Exceptional Children. Our two organizations have joined together to prepare this overview of Response to Intervention (RtI) to share with both general and special educators. It is our goal to engage the general education community in conversations and strategies to provide knowledge and technical assistance to help implement this successful approach to teaching all children, including students with disabilities.

The Importance of Response to Intervention

The reauthorization of the Individuals with Disabilities Education Act in 2004 (IDEA 2004) focused national attention on a growing successful practice in the general education classroom – RtI as a tool for assessing and working with struggling learners. IDEA 2004 brings new interest to the use of RtI because of major changes made in the law:

- (1) "...when determining whether a child has a specific learning disability as defined in section 602, a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability..." [P.L. 108-446, §614(b)(6)(A)] ;
- (2) "In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures..." [P.L. 108-446, §614(b)(6)(B)]; and
- (3) a local education agency may use up to 15% of its federal funding "...to develop and implement coordinated, early intervening services...for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment" [P.L. 108-446, §613(f)(1)].

Taken together, these three changes provide an exceptional opportunity for general and special educators to work together closely to implement RtI -- the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rates over time and level of performance to (3) make important educational decisions.

While the acceptance of RtI as a way of working with struggling learners has been given a boost by IDEA 2004, the *purpose* of this paper is to stress the importance of RtI for use by general educators. It is, first and foremost, a strategy to be used in the general education classroom. This paper is a call from the special education community to the general education community to join together to commit to a uniform system of education, where RtI plays a key role in identifying and working with struggling learners in any setting and ultimately helps educators make better decisions about which children should be referred for additional targeted supports.

This approach builds on two recommendations made by the President's Commission on Excellence in Special Education report, *A New Era: Revitalizing Special Education for Children and Their Families*:

- "Consider children with disabilities as general education children first... In instruction, the systems must work together to provide effective teaching."
- "Embrace a model of prevention not a model of failure. The current model guiding special education focuses on waiting for a child to fail, not on early intervention to prevent failure. Reforms must move the system toward early identification and swift intervention, using scientifically based instruction and teaching methods" (Commission Report, p. 9).

The Commission also specifically recommended the use of an RtI model. The Commission's recommendation goes on to say: "Implement models during the identification and assessment process that are based on response to intervention and progress monitoring. Use data from these processes to assess progress in children who receive special education services (Commission Report, p. 21).

Just as the No Child Left Behind Act of 2001 (NCLB) has had a profound impact on the inclusion of students with disabilities in the general education curriculum, IDEA 2004 has the potential to have a major impact on how children's progress is monitored in the general education environment and the use of special education as a strategy after other strategies have been used with struggling learners. The intent of RtI is *not* to layer yet another process on top of existing processes, but rather to utilize RtI to address the challenges and potential of NCLB for improving outcomes for all students, including students with disabilities.

It is also important to note that many school districts have implemented strategies that include the components of an RtI process but call them by some other name. These include student progress monitoring and data-based decisionmaking within a problem-solving framework. Throughout this paper, the term RtI is used to encompass all of these programs.

Components of Response to Intervention

RtI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.

Rtl should be used for making decisions about general, compensatory and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.

Rtl is based on the following core principles:

- We can effectively teach all children.
- Intervene early.
- Use a multi-tier model of service delivery.
- Use a problem-solving method to make decisions within a multi-tier model.
- Use research-based, scientifically validated interventions/instruction to the extent available.
- Monitor student progress to inform instruction.
- Use data to make decisions.
- Use assessments for three different purposes: (1) screening applied to all children to identify those who are not making progress at expected rates; (2) diagnostics to determine what children can and cannot do in important academic and behavioral domains; and (3) progress monitoring to determine if academic or behavioral interventions are producing desired effects.

Three key components of Rtl are:

- **High-quality instruction/intervention**, which is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. Individual response is assessed in Rtl and modifications to instruction/intervention or goals are made depending on results with individual students.
- **Learning rate and level of performance** are the primary sources of information used in ongoing decisionmaking. Learning rate refers to a student's growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.
- **Important educational decisions** about intensity and likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education, exit from special education or other services, are informed by data on learning rate and level.

In addition, when considering Rtl, general and special education administrators need to place Rtl in a larger context. When thinking of the larger context, several constructs become readily apparent. These constructs are examined in the sections that follow.

A Unified System of Education

One of the inherent problems with current special education programming as identified by the President's Commission and by Congress in IDEA 2004 is that the current system uses a wait to fail model before interventions and services are provided. Not surprisingly, both the President's Commission and Congress called for early intervention that addresses learning and behavioral issues rather than waiting for children to fail before intervention occurs. If early intervening is to become a reality, a unified system of education is required.

A unified system of education places primary importance on meeting the needs of all students. To do so, the educational system must use its collective resources to intervene early and provide appropriate interventions and supports to prevent learning and behavioral problems from becoming larger issues. That is, a unified system serves students rather than creating "silos" where students go to receive interventions and support based on a disability label or other risk factors.

A unified system of education makes several assumptions in relation to RtI. First, it assumes that RtI and a structured, systematic model of problem-solving are based in general education and that they are not special education initiatives. Second, it challenges the assumption that separate, often disconnected "silos" are the best method to address the learning needs of students. Third, it challenges the assumption that labels are necessary to meet the learning needs of all students. A unified system of education assumes that the general education curriculum is effective in meeting the learning needs of a vast majority of the students it serves. Finally, a unified system of education provides a framework within which to employ models of continuous improvement at the district and building levels.

Assessment

Assessment in an RtI model is essential. In an RtI problem-solving model, assessment is directly linked to several strategic purposes – screening; diagnostics; and progress monitoring.

Screening in RtI is an assessment that is provided to all students several times per year with the express purpose of identifying (as early as possible) students who are not making expected progress and to assess the effectiveness of the core curriculum. Those students identified through screening are provided with diagnostic assessments to ascertain specific skill strengths and deficits. After targeted intervention is provided, progress monitoring is employed with students to evaluate the effectiveness of interventions and to determine the intensity of interventions and resources needed to support student learning.

In short, the function of assessment in RtI is to identify at-risk students as early as possible, to gather relevant data to support educational decisionmaking and to impact what the teacher is doing to improve achievement. The framework of assessment tools must be increasingly sensitive to detect subtle changes in achievement in student performance as assessments move from screening to diagnostics to progress monitoring. Research on Curriculum Based Measurement (CBM) is very applicable to RtI and a problem-solving model.

Structured Problem-Solving Process

The use of a structured, problem-solving process is a requisite component of RtI. A structured, systematic problem-solving process assists in the identification of student learning needs and has some basic components. These components include problem identification, analysis of the problem to hypothesize why it is occurring, developing a plan to address the problem and evaluating the student's response to the intervention/ plan selected.

Additionally, a structured, systematic problem-solving process assists in identification of groups of students with similar learning needs and concerns. It assumes that the resources of the entire educational system (at both the district and building levels) are needed to function as an integrated system to support and address student learning needs and increase student achievement.

Flexibility and Fluidity

Services to students in an RtI problem-solving model are flexible and fluid based on student need and are not premised on a particular label, program or place. In short, services flow to and from students based on the effectiveness of interventions and the level of resources needed to support learning based on data.

Tiered Levels of Intervention

Implementation of RtI requires the use of a tiered model of intervention. Tier I is the foundation and contains the core curriculum (both academic and behavioral). The core curriculum should be effective for approximately 80% -85% of the students. If a significant number of students are not successful in the core curriculum, RtI suggests that instructional variables, curricular variables and structural variables (e.g., building schedules) should be examined to determine where instruction needs to be strengthened, while at the same time addressing the learning needs of the students not being successful. Tier I interventions focus on group interventions for all students and are characterized as preventive and proactive. It is important to note that the core curriculum in one school or district may be different from that in another school or district in order to ensure that 80-85 percent of the students are successful. Student performance and needs is quite variable across schools and a responsive core curriculum will reflect that variability.

Tier II interventions serve approximately 15% of students. Interventions are targeted group interventions. Students at Tier II continue to receive Tier I instruction in addition to Tier II interventions. Based on performance data, students move fluidly between Tier I and Tier II.

Tier III serves approximately 5% of students. Students at this tier receive intensive, individual interventions. Once students reach target skills levels, the intensity and/or level of support is adjusted. These students also move fluidly among and between the tiers. Figure 1 is a graphic depiction of this model.

FIGURE 1

ACADEMIC SYSTEMS

TIER 3 *Intensive, Individual Interventions*

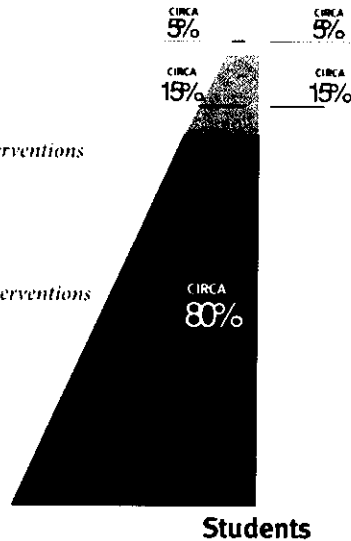
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 *Targeted Group Interventions*

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 *Core Instructional Interventions*

- All students
- Preventive, proactive



Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Core Instructional Interventions

- All settings, all students
- Preventive, proactive

Responsibility

Everyone is responsible for student learning in RtI. Attitudinal and belief systems must embrace the philosophy that all children can learn. Achieving consensus about this belief at a building level is a prerequisite to implementing the professional development activities that support the implementation of RtI. This belief must be embedded in day-to-day practice and not serve as simple rhetoric or lip service. The belief that all children can learn requires a commitment to the belief that we are responsible for creating the conditions that support student learning. That commitment requires that we transform current practice in order to create the conditions that support student learning and abandon those practices that inhibit student learning. Like the problem-solving model, we must continuously progress through cycles of planning, implementing, assessing and acting.

Professional Development

Responsibility also means that professional development needs are examined so that administrators, teachers, related services personnel and paraprofessionals possess the requisite skills and attitudes to implement RtI. Successful implementation of RtI depends on the ability of general and special educators to use RtI reliably and validly. The reliability and validity with which RtI is implemented will be determined, to a great extent, by the quality of both the pre-service and in-service professional development models used to translate research into practice. In-service professional development needs to occur both within and across administrative structures at the state, district and building levels. Successful professional development must include all three components of skill development: beliefs and attitudes; knowledge; and skill.

Resources

How can states and local school districts pay for the implementation of an RtI model? Those states and local school districts that do not currently have an RtI or problem-solving approach in place are encouraged to identify, consolidate, supplement and integrate resources from diverse funding sources to produce the infrastructure necessary to support RtI implementation. For example, school districts can use early intervening funds available through IDEA and/or their Title I funds. States can set aside funds from their IDEA discretionary funds or Title V, State Grants for Innovation. Resources available go beyond funding. Realigning or restructuring of existing resources and personnel, including staff and time, are other potential resources. Successful implementation of RtI may require changes in roles and role clarification – another resource allocation.

Concluding Comments

NASDSE and CASE are committed to working together to overcome some of the barriers that currently exist for the successful implementation of RtI. Just as NCLB has had a profound impact on special education and educational practices to improve outcomes for students with disabilities, RtI – initially identified as a strategy through IDEA – has the potential to have a similar impact on NCLB and the education of all students. Remember that RtI is a strategy for meeting the goals of NCLB. NCLB is a promise – it sets high goals for all students and school districts, but does not tell them precisely how to achieve those goals. RtI can help states and school districts meet those goals by identifying struggling learners early in order to improve their educational outcomes. NASDSE and CASE hope that this document will serve as a tool to help the collaborative process begin. We look forward to working with you as we start on this journey together.

References

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P.L. 108-446. The Individuals with Disabilities Education Improvement Act of 2004.

P.L. 107-110. The No Child Left Behind Act of 2001.

Appendix H
Signature Page

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of D.C. Virgo Urban Prep Charter Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicants have read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Tim Markley

Position: Superintendent of New Hanover County Schools

Signature: _____

Date: 11/2/11

Print/Type Name: Tufanna Thomas

Position: Director of The New Hanover County Blue Ribbon Commission

Signature: _____

Date: 11/2/11

Sworn to and subscribed before me this

2 day of November, 2011.

Stephanie J. Baltezgar

Notary Public

Official Seal

Stephanie J. Baltezgar

My commission expires May 28, 2015.

