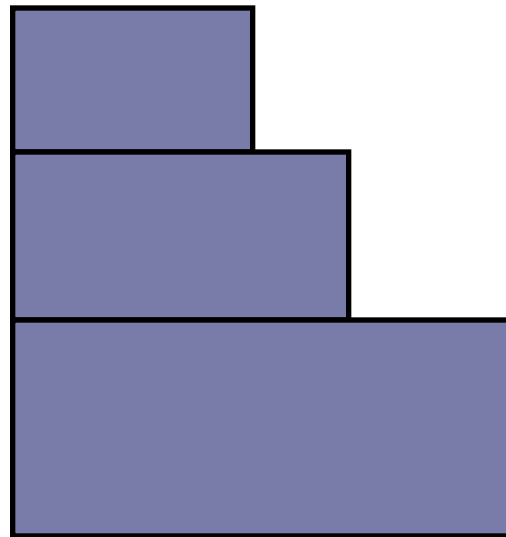


SCHOOL IMPROVEMENT PLAN

2008-2011

DC Virgo Middle School



New Hanover County Schools

Executive Summary

DC Virgo, New Hanover County's smallest of seven middle schools, is an inner-city middle school, sitting in the northern downtown community of Wilmington. We like to think of ourselves as "downtown's best kept secret". More than forty years old, Virgo has been a junior high and a ninth grade center. Currently, Virgo is a middle school educating approximately 350 sixth, seventh, and eighth grade students. Our student population is approximately 70% African-American, 5% Hispanic, Asian, Native-American, and Multi-racial, and 25% Caucasian. Our Exceptional Children's population is 22%; 4% of our students are identified as gifted through the AIG program, and 72% receive free/reduced lunch. Proudly, we are the Virgo Cougars, and home of Michael Jordan's first slam dunk!

Our school priority goals align with the North Carolina State Board of Education goals, focusing on preparing our students today for their futures tomorrow. Our school priority goals include meeting the diverse needs of our students and assisting them in becoming productive, contributing citizens in the 21st century.

With the new century, come many changes. While ensuring student mastery of core academic curricula, we must strive to also provide a safe and orderly school environment, maintain high behavioral and social expectations for ALL students, offer a variety of extracurricular activities including elective classes, and provide a friendly, nurturing, child-centered learning environment. With these in mind, we offer the AVID (Advancement Via Individual Determination) curriculum for first generation college-bound students, School to Work program, ROCAME, and other academically rigorous programs.

For the 2008-09 school year, based on available test results, DC Virgo students increased overall mathematics proficiency from the prior year, from 43% to 57%. Proudly, we also met 94% of our AYP hurdles, as measured by the federal government. We base this increase in proficiency on our diligence and consistency in implementing a year-long literacy plan. This literacy plan's purpose, while twofold, is to increase awareness and utility of literacy instructional strategies for teachers, and to help our students become even better readers. Our literacy plan's culminating activity for the year was a five week academic bootcamp that targeted basic reading and math concepts as determined by benchmark test results. Small group size (1:10 student/teacher ratio) organized by common end of grade test scale scores, provided daily pre and post-tests on daily concepts; and a non-threatening, nurturing environment for students and teachers to build positive relationships.

Our students deserve the absolute best instruction from our teachers. While our faculty provides diverse instructional strategies using best practices, we also focus on professional staff development that enables teachers to deliver sound, effective instruction based upon standard courses of study and best practices for

instructional delivery. Our professional development for faculty aligns with our school mission and our priority school goals, which align with the state Board of Education goals. We will continue to focus on Marzano's Classroom Instruction that Works, continue our Literacy Plan and introduce differentiated instructional strategies.

Finally, in setting high expectations for ALL our students, our DC Virgo faculty works diligently to ensure that we offer rigorous, and relevant courses. We also strive to foster positive relationships between our faculty, staff and students. Because of our small size, our teachers are successful at getting to know our students and their individual needs. Most importantly, we strive to create a climate of inquiry where students are equipped for a life in the 21st century that includes training in use of basic technology skills, providing academic rigor, and setting high expectations for all stakeholders, including students, parents, faculty and staff.

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission Mission Statement:

DC Virgo Middle School, in partnership with parents and community, will provide a quality education in a child-centered environment to ensure that ALL students will become responsible, productive citizens of a global society.

Goal established by the State Board of Education	School's Priority Improvement Goals	Result Measures
<p>Goal 1 Globally Competitive Students</p>	<p>By the end of the 2008-09 school year, all students will increase in reading proficiency by 15% over the prior school year as measured by the End-of-Grade test scores.</p> <p>By the end of the 2009-10 school year, all students will increase in reading proficiency by 30% over the prior school year as measured by the End-of-Grade test scores.</p> <p>By the end of the 2010-11 school year, all students will show proficiency in reading as measured by the End-of-Grade test scores.</p> <p>By the end of the 2008-09 school year, all students will increase in mathematics proficiency by 15% over the prior school year as measured by the End-of-Grade test scores.</p> <p>By the end of the 2009-10 school year, all students will increase in mathematics proficiency by 30% over the prior school year as measured by the End-of-Grade test scores.</p> <p>By the end of the 2010-11 school year, all students will show proficiency in mathematics as measured by the End-</p>	<p>End-of-Grade Reading Scores End-of-Grade Math Scores End-of-Grade Science Scores ClassScapes Writing Portfolios</p>

of-Grade test scores.

By the end of the 2008-09 school year, 85% of eighth graders will show proficiency in science as measured by the End-of-Grade test scores.

By the end of the 2009-10 school year, 95% of eighth graders will show proficiency in science as measured by the End-of-Grade test scores.

By the end of the 2010-2011 school year, 100% of eighth graders will show proficiency in science as measured by the End-of-Grade test scores.

By the end of the 2008-2009 school year, each sub-group will increase in reading proficiency by 15% over the prior school year as measured by End-of-Grade test scores.
Subgroups include: Whites, Blacks, Economically Disadvantaged, and Students with Disabilities.

By the end of the 2009-10 school year, each sub-group will increase in reading proficiency by 30% over the prior school year as measured by the End-of-grade test scores.

By the end of the 2010-11 school year, each sub-group will show 100% reading proficiency as measured by the End-of-Grade test scores.

By the end of the 2008-09 school year, each sub-group will increase in mathematics proficiency by 15% over the prior school year as measured by End -of-Grade test scores.
Subgroups include: Whites, Blacks, Economically Disadvantaged, and Students with Disabilities.

By the end of the 2009-2010 school year, each sub-group will increase in mathematics proficiency by 30% over the prior school year as measured by End-of-Grade test scores.

By the end of the 2010-11 school year, each sub-group will be 100% proficient in mathematics as measured by End-of-Grade test scores.

By the end of the 2008-2009 school year, 85% of students taking Algebra will show proficiency on Algebra end of course test.

By the end of the 2009-2010 school year, 95% of students taking Algebra will show proficiency on Algebra end of course test.

By the end of the 2010-2011 school year, 100% of students taking Algebra will show proficiency on Algebra end of course test.

By the end of the 2008-2009 school year, 80% of AVID students will be proficient on the reading end of grade test.

By the end of the 2009-2010 school year, 90% of AVID students will be proficient on the reading end of grade test.

By the end of the 2010-2011 school year, 100% of AVID students will be proficient on the reading end of grade test.

By the end of the 2008-2009 school year, 80% of AVID students will be proficient on the mathematics end of grade test.

By the end of the 2009-2010 school year, 90% of AVID students will be proficient on the mathematics end of grade test.

By the end of the 2010-2011 school year, 100% of AVID students will be proficient on the mathematics end of grade test.

By the end of the 2008-2009 school year, 90% of AVID students taking Algebra will be proficient on the end of course test.

By the end of the 2008-2009 school year, 90% of students taking Geometry will be proficient on the end of course test.

By the end of the 2009-2010 school year, 95% of students taking Geometry will be proficient on the end of course test.

By the end of the 2010-2011 school year, 100% of students taking Geometry will be proficient on the end of course test.

By the end of the 2009-2010 school year, 95% of AVID students taking Algebra will be proficient on the end of course test.

By the end of the 2010-2011 school year, 100% of AVID students taking Algebra will be proficient on the end of course test.

By the end of the 2008-2009 school year, 90% of eighth grade AVID students taking Geometry will be proficient on the end of course test.

By the end of the 2009-2010 school year, 95% of eighth grade AVID students taking Geometry will be proficient on the end of course test.

By the end of the 2010-2011 school year, 100% of eighth grade AVID students taking Geometry will be proficient on the end of course test.

Systemic School Improvement Plan (Action Plan)

SBE Goal: Globally Competitive Students

School Priority Goals:

Prepare students for a globally competitive world through rigorous and relevant curricula and mastery of essential communication skills.

Student achievement will be measured using assessments that drive instruction and evaluate knowledge and skills needed for the 21st century.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
Use multiple data bases to ensure instruction is consistent with student needs. Examine performance of sub-groups and conduct data summary statements.	Administrators (Silvey, Cummings, Jennings) and Faculty	August,08-May,09	Provide training to teachers in data collection and analysis; Teacher class period spreadsheets; Weekly data meeting logs.
Disaggregate report card data each nine weeks to identify academically at-risk students and parent conferences conducted with each student with a failing grade in minimum of one core class; three or more disciplinary referrals, or less than 90% attendance.	Administrators (Silvey, Cummings, Jennings), Teachers and Guidance Support Staff (Clayton, Cole)	October,08; January,09; April 09	Report Cards; NcWISE reports; Weekly grade level data meetings and discussions
Focus on specific AYP subgroups to increase growth and proficiency along with targeted Title One students.	Administrators (Silvey, Cummings, Jennings) and faculty	August,08-June,09	Faculty meeting logs; Weekly grade level data meeting logs; Lesson plans
Increase proficiency of AVID students on end of grade reading, mathematics, and science tests; and end of course Algebra and Geometry tests.	AVID Coordinator (Sarah Garguilo); AVID tutors; K. Rhue and J. Spencer	August, 08-June,09	End of grade and end of course test results

Continue School to Work program for selected eighth graders

K. Rich (CTE teacher)

August,08-June, 09

Class roster; student volunteer work logs; parent meetings; end of year luncheon

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All instructional plans will be developed by teachers to ensure a rigorous and relevant core curriculum.	Administrators and Teachers	August,08-June,09	Yearly Pacing Guides Quarterly Pacing Guides Daily Lesson Plans Weekly Lesson Plans
Benchmark test results will be used by teachers to design, develop and implement instructional strategies for inclusion in instructional design.	Administrators and Teachers	August, 08; October, 08; December, 09; February, 09; April, 09.	Class Scapes; Teacher designed assessments
Modifications to the daily schedule will be made during the last nine weeks to provide intensive academic support to all students prior to the End-of-Grade tests.	SIT; Teachers; Para educators; Administrators	March,09-May,09	Master schedule; Daily lesson plans; Class rosters
Special Education and other key teachers will participate in training of instructional delivery of Language!	EC selected teachers; regular education teachers (Eckerson; Procknal; Isaac; Streater)	September,08; Winter, 09	Observations; Workshop registration
Utilize Instructional planning rubric to guide year long instructional pacing.	Faculty	August, 08-April, 09	Rubrics; Quarterly, Yearly Pacing Guides
Conduct Weekly Grade Level Data/Strategy Intervention Meetings	Principal (Silvey) and Literacy Coach(Konrady) Teachers	September, 08-June,09	Meeting logs; Lesson Plans; Intervention sheets
Continuous practice of looping seventh and eighth grade core teachers to ensure student academic success	Seventh and Eighth grade core teachers	August, 08 – June, 09 August, 09 – June, 2010 August,10-June, 2011	

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission Mission Statement:

DC Virgo Middle School, in partnership with parents and community, will provide a quality education in a child-centered environment to ensure that ALL students will become responsible, productive citizens of a global society.

Goal established by the State Board of Education	School's Priority Improvement Goals	Result Measures
Goal 2: 21 st Century Professionals	<p>80% of all faculty who attend professional development during the 2008-09 school year will share knowledge at upcoming faculty meeting as measured by results of the Professional Development Evaluation report.</p> <p>90% of all faculty who attend professional development during the 2009-10 school year will share knowledge at upcoming faculty meeting as measured by results of the Professional Development Evaluation report.</p> <p>100% of all faculty who attend professional development during the 2010-2011 school year will share knowledge at upcoming faculty meetings as measured by the results of the Professional Development Evaluation Report.</p> <p>80% of all faculty who attend professional development during the 2008-09 school year will demonstrate confidence in their ability to implement CITW as measured by pre-post administrations of the Employee Confidence Implementation Inventory.</p> <p>90% of all faculty who attend professional development</p>	Workshop registrations; professional leave forms; faculty meeting agendas; Professional Development Evaluation reports

during the 2009-2010 school year will demonstrate confidence in their ability to implement CITW as measured by pre-post administrations of the Employee Confidence Implementation Inventory

80%of all faculty who attend professional development during the 2008-2009 school year will demonstrate great confidence in their ability to implement literacy strategies as measured by pre-post administrations of the Employee Confidence Implementation Inventory.

90%of all faculty who attend professional development during the 2009-2010 school year will demonstrate great confidence in their ability to implement literacy strategies as measured by pre-post administrations of the Employee Confidence Implementation Inventory.

100%of all faculty who attend professional development during the 2010-2011 school year will demonstrate great confidence in their ability to implement literacy strategies as measured by pre-post administrations of the Employee Confidence Implementation Inventory.

80%of all faculty who attend professional development during the 2008-2009 school year will demonstrate great confidence in their ability to implement Differentiated Instructional Strategies as measured by pre-post administrations of the Employee Confidence Implementation Inventory.

90%of all faculty who attend professional development during the 2009-2010 school year will demonstrate great confidence in their ability to implement Differentiated Instructional Strategies
100% of all faculty who attend professional development during the 2010-2011 school year will demonstrate confidence in their ability to implement CITW as measured by pre-post administrations of the Employee Confidence Implementation Inventory

Instructional Strategies as measured by pre-post administrations of the Employee Confidence

Implementation Inventory.

100%of all faculty who attend professional development during the 2010-2011 school year will demonstrate great confidence in their ability to implement Differentiated Instructional Strategies as measured by pre-post administrations of the Employee Confidence Implementation Inventory.

Systemic School Improvement Plan (Action Plan)

SBE Goal: 21st Century Professionals

School Priority Goal: Provide faculty access to high quality professional development opportunities that align with school, LEA, and SBE goals.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The planning rubric will be used for planning all site based staff development and will provide criteria for selecting individual staff development opportunities.	School Improvement Team	September,08-May,09	Submitted planning rubrics
Change Analysis/Awareness Instrument will be completed by every instructional faculty member to ensure alignment of faculty instructional needs with quality development.	Administrative Team; Instructional Staff	August -September,08	Opening Faculty Meeting Activity; Change Analysis/Awareness completed sheets
Provide high quality professional development in Marzano's Classroom Instruction That Works	Administrators	October, 08-December,08	PowerPoint presentation; faculty agendas; faculty sign-in sheets.
Provide high quality professional development in research-based literacy strategies	Administrators; Literacy Coach	August,08-May,09	Faculty sign-in sheets; weekly lesson plans
Provide high quality professional development in research-based differentiated instructional strategies	Administrators; Literacy Coach (Konrady) ; EC Staff (Newton; Isaac)	September,08-May,09	PowerPoint presentation; faculty agendas; faculty sign-in sheets.
Beginning Teachers and teachers new to Virgo	Beginning teachers (Gower, Ragon,	August 2008-June	Meeting minutes

<p>will meet once monthly with the principal or assistant principal to review and discuss progress on demonstrating mastery of concepts essential for demonstrating best teaching practices including the NCCOS.</p>	<p>McAdory); Administrators; grade level coordinators (Carpenter, Graham, Streater).</p>	<p>2009</p>	
<p>During each faculty meeting, one grade level team and/or individual will provide a demonstration of how a skill has been implemented in their classroom(s) after having attended a professional development workshop.</p>	<p>School Improvement Team; Teachers</p>	<p>September, 08- May, 09</p>	<p>Faculty meeting logs; teacher presentation</p>
<p>The objectives for goal 2 (21st Century Professionals) need to be revised. Example, By 6/30/08, teachers will demonstrate great confidence in their ability to implement CITW as measured by pre-post administrations of the Employee Confidence Implementation Inventory.</p>	<p>School Improvement Team, Teachers</p>	<p>June 2009</p>	<p>Faculty Meeting Agendas; Grade level team meeting minutes; Instructional Planning Rubric</p>
<p>An evaluation of the impact of staff development will be conducted by the faculty using the Employee Professional Development Evaluation Summary Report in June of each school year.</p>	<p>School Improvement Team; Teachers</p>	<p>June 2009</p>	<p>Evaluate staff utilizing Instructional Planning Rubric; SIT Minutes Evaluation Summary Sheet</p>
<p>Results from the Professional Development Evaluation Summary will be used to make Professional Development Plan revisions for the subsequent school year.</p>			

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Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission Mission Statement:

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Goal established by the State Board of Education	School's Priority Improvement Goals	Result Measures
<p>Goal 3: Health and Responsible Students</p> <p>Provide a nurturing, inviting supportive learning environment that promotes positive relationships with peers and adults.</p> <p>Promote a healthy, active lifestyle that encourages students to make responsible choices.</p>	<p>By the end of the 2008-09 school year, student attitudes toward school will demonstrate improvement as measured by 50% affirmative responses on the School Climate Inventory.</p> <p>By the end of the 2009-10 school year, student attitudes toward school will demonstrate improvement as measured by 75% affirmative responses on the School Climate Inventory.</p> <p>By the end of the 2010-11 school year, student attitudes toward school will demonstrate improvement as measured by 100% affirmative responses on the School Climate Inventory.</p>	<p>Student School Climate Survey Results;</p>

Systemic School Improvement Plan (Action Plan)

SBE Goal: 3: Healthy and Responsible Students

School Priority Goals:

Provide a nurturing, inviting supportive learning environment that fosters and promotes positive relationships with peers and adults.

Promote a healthy, active lifestyle that encourages students to make responsible choices.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
The 2008-09 school year will have a theme of "Go For the Gold", modeled around the five Olympic rings.	Administrators; School Improvement Team	August, 08-June,09	Campus displays of theme; theme introduction at opening faculty meeting; tee-shirts; newsletters
Nine Weeks Student Success Celebrations will be held to recognize student successes including academic, social, extracurricular, and behavioral successes	Administrators; Teachers; Grade Level Coordinators	October,08; January,09; April, 09	Report cards; teacher nominations; NCWise reports (attendance, disciplinary, academic)
Student representatives will be elected to serve on the School Improvement Team	School Improvement Team	September,08	Student election results; SIT roster
Hold monthly parent evenings centered around grade levels and/or core academic subject requirements with emphasis on targeted Title One students.	Teachers; Administrators	September,08-May,09	Meeting sign-in sheets
Each teacher will contact parents a minimum of one time quarterly via email, phone, or conference to discuss student progress in school.	Teachers	September,08-May,09	Contact logs
ASRL (After school academic resource lab) will be assigned to students who receive	Administrative Team; At-Risk Paraeducator (A. Treadwell)	September, 08-June,09	Disciplinary referrals; module 3 folders;

disciplinary referrals

ROCAME (Region O C...Advancement of Minorities in Engineering) club will continue to increase enlistment and participation in regional competition.

Initial and quarterly review and update of Safe Schools Plan

Assistant Principal Jennings,
Treadwell, McAdory, Rich, Bizzell

Administrative Team; Crisis Team
Chair and Members

September,08

August,08-June,09

NCWise

Club meeting rosters;
competition participation

Opening faculty
meeting; faculty
meetings as needed

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Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

School Mission Mission Statement:

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Goal established by the State Board of Education	School's Priority Improvement Goals	Result Measures
<p>Goal 4: Leadership Capacity</p> <p>Provide innovative leadership that sets direction, aligns and motivates stakeholders to implement positive sustained improvement.</p> <p>Faculty and staff will make decisions in collaboration with parents, students, businesses, education institutions, and other community and civic organizations to impact student success.</p>	<p>By the end of the 2008-09 school year, the school leadership team will develop opportunities for community partnerships including students and parents, increasing school wide participation in special events by 50%.</p> <p>By the end of the 2009-10 school year, the school leadership team will develop opportunities for community partnerships including students and parents, increasing school wide participation in special events by 75%.</p> <p>By the end of the 2010-11 school year, the school leadership team will develop opportunities for community partnerships including students and parents, increasing school wide participation in special events by 100%.</p>	<p>Parent-Teacher Organization event sign-in sheets; Climate Survey results</p>

Systemic School Improvement Plan (Action Plan)

SBE Goal: 4: Leadership Capacity

School Priority Goals:

Provide innovative leadership that sets direction, aligns and motivates people to implement positive, sustained improvement.

Faculty and Staff will make decisions in collaboration with parents, students, businesses, education institutions, and other community and civic organizations to impact student success.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
Encourage partnership with UNC-Wilmington to include: training student teacher interns, student cooperative projects with graduate students, academic based summer camps, academic tutoring	Administrators; Dr. George Schell; Dr. Calhoun	August,08-May,09	Camp registrations; student intern assignments, rosters of project participants, final project products
Seek partnerships with area businesses and groups to provide diverse opportunities for students.	Faculty and Staff; Administrators; OPT President	Ongoing Monthly	Project sign-up sheets; school supplies; guest speakers; student informational materials
Develop METAL grant through partnership with UNC-Wilmington and General Electric Hitachi Energy	Principal, Dr. George Schell, Steve Hernandez (GE)	July, 08-September,08	Roster of student cohorts; mentor assignments; distribution of laptops information
Continue partnership with NHRMC to provide internship experiences for School to Work students	CTE Teacher (Rich), Principal	August,08-May,09	NHRMC Volunteer logs; class rosters; parent information meetings; end of year luncheon
Sustain partnership with Life Community Church to provide resources that meet student	Assistant Principal Jennings; Pastor Blevins, Life Community Church	August, 08; April, 09	Campus beautification;

and school needs

backpacks for students

Strategic Planning

Instructions for Identifying School Goals: Based on data analysis, identify at least one priority improvement goal. School goals should be aligned to the State Board of Education Goals and the district theme of Rigor, Relevance, and Relationships.

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Goal established by the
State Board of Education



School's Priority
Improvement Goals



Result

21st Century technology and learning tools
are available for faculty and students to increase
awareness and practice of 21st century technological skills

Goal 5: Planning and Operational
Effectiveness

Collaboratively develop and enforce
clear expectations, structures, rules
and procedures for students and staff.

Ensure that 21st Century technology
and learning tools are available for
faculty and students to increase
awareness and practice of 21st century
technological skills

By the end of the 2008-09 school year, 80% of resource
allocations will be aligned with school goals/objectives as
tracked by budget manager and reports reviewed by the
appropriate senior staff.

By the end of the 2009-10 school year, 90% of resource
allocations will be aligned with school goals/objectives as
tracked by budget manager and reports reviewed by the
appropriate senior staff.

By the end of the 2010-11 school year, 100% of resource
allocations will be aligned with school goals/objectives as
tracked by budget manager and reports reviewed by the
appropriate senior staff.

Monthly budget ledgers; internal
budgeting forms; SITeam minutes
and agendas

Systemic School Improvement Plan (Action Plan)

SBE Goal: 5: Planning and Operational Effectiveness

School Priority Goal:

Collaboratively develop and enforce clear expectations, structures, rules and procedures for students and staff.

Strategies/Activities	Name of Responsible Person	Timeline	Monitoring Method
Create a master schedule that is centered on student needs.	Assistant Principal Cummings; Administrators; Grade Level Coordinators; School Improvement Team	August 08; March,09-June,09	Master Schedule
Continue implementation of ongoing technology plan that promotes skills and knowledge of 21 st century technology tools	Media and Technology Advisory Team	September,08-May,09	Monthly meeting sign-in rosters; MTAC meeting minutes; Technology plan
Faculty will complete STENA Analysis to assess staff technological needs and skill levels	Principal; MTAC Chair (Saunders), Media Coordinator (Gower)	August, 08; May, 09	STENA results; Schoollinks; professional leave forms

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover County _____ LEA # 650
SCHOOL NAME DC Virgo Middle School SCHOOL # 320

1. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.
Flexibility to transfer state textbook funds into the instructional supply fund in order to meet the diverse needs of our student population.
2. Identify the waiver you are requesting.
DC Virgo is requesting the flexibility to transfer state allocated textbook funds to the instructional supply budget code.
3. Specify how the waiver will be used.
This waiver will allow us to purchase supplemental core subject instructional supplies that will be used to enhance textbooks currently in use.
4. Explain how the waiver will permit the school to improve student performance.
By providing additional academic resources for teachers to use to improve student academic success.

School-Based Management and Accountability Plan

WAIVER REQUEST

LEA NAME New Hanover County LEA # 650
SCHOOL NAME DC Virgo Middle School SCHOOL # 320

5. Identify the State laws, rules, or policies which inhibit the school's ability to improve student performance.
Flexibility to create class size larger than state student/teacher ratio.
6. Identify the waiver you are requesting.
DC Virgo is requesting the flexibility to create class sizes exceeding the state ratio of 26 students per class.
7. Specify how the waiver will be used.
This waiver will allow us to evenly distribute students in classes, but will allow for some core classes to exceed limit, based on number of certified personnel in particular core subjects.
8. Explain how the waiver will permit the school to improve student performance.
By providing this waiver, students will be more evenly distributed into core classes.