

**Leadership Team Meeting
November 28, 2017 – 8:00 a.m.
College of the Albemarle**

Present: Austin, Campbell, Cartner, Cobb, Cowell, Cox, Davenport, Drew, English, Floyd, T., Floyd, F., Fonville, Fyffe, Godfrey, Hawkins, James-Davis, Jones, Lassiter, Pauley, Pullet, Reid, Sanders, Thompson, Waples, White, Whitehurst, Worrell, Mizelle

Item	Notes
Good News Report	<p>Dr. Cartner opened the meeting and asked for Good News. The following was shared:</p> <ul style="list-style-type: none"> • JCS has started a BETA Club -- 30 students have applied to participate • PES SGA collected over 1000 pounds of food for Thanksgiving donations • Wake Up to Ag Day on 11.21.17 was a success • The NHS HOSA Club is holding a blood drive today • United Way district participation was recognized at the November 27th Board meeting – 4 schools (PWM, HLTCS, SHES, EC-P EC) achieved over 80% participation • WES “Connect Classes” are in high gear – Veterans Day Program held, plan to participate in Christmas Parade Float and a Christmas Concert scheduled for 12.14.17 to be held in the in McGuire Theater
Financial Update	<p>Cox discussed the following:</p> <ul style="list-style-type: none"> • Nvoicepay – the district is moving forward with implementing electronic payments and will begin testing the process in January. Nvoicepay has begun contacting vendors and asking them to sign up. • Audit Update – There were no findings noted in the 2016/17 audit. He noted that the district specifically had no compliance issues regarding the Gfeller-Waller Concussion Awareness Act of 2011, which is a major improvement over last year. • He did share that of the eight individual schools audited there were “material weaknesses” noted related to timely deposits. He stressed the importance of the need for teachers to submit monies to bookkeepers on a daily basis, as required by state statute and the need for bookkeepers to make daily deposits. He shared the percentages of deposit errors noted for the schools which ranged from 3% to 76%.

	<p>Davenport requested that schools begin sending her purchase orders for federal funds. She asked that principals of Title I schools meet immediately following the LTM to discuss additional federal grant funds received.</p> <p>Godfrey reminded everyone that technology POs should go through Stephen Hotchkiss.</p>
<p>Tech in 10</p>	<p>Godfrey provided “Tech in 10” on <i>Google Keep</i>. She discussed highlights of the program that included:</p> <ul style="list-style-type: none"> • Integrates with all google • Way to add notes (lists, reminders, etc.) • Can add images • Allows Collaborators • Ability to archive info • Add labels • Grab image text • Great way to organize • Gives option to add voice text on cell phones <p>Godfrey will share links with additional information.</p>
<p>Media/Tech Updates</p>	<p>Godfrey discussed the “Speak Up” Surveys underway in the district and reminded principals to send the letters provided to them home with students. She discussed the current participation rate and encouraged principals to create a plan to increase the participation among all stakeholders (students, parents, teachers).</p>
<p>School Meals Matter ... More Than Ever!</p>	<p>Thompson discussed School Meals Matter and shared information he received at a recent Child Nutrition Conference. Information shared/discussed included:</p> <p>Diabetes Facts Food Waste Health Pyramid (food, water, warmth, rest)</p>

	<p>Thompson also discussed methods to increase breakfast participation and methods to increase overall participation in school nutrition through design changes in the set-up of cafeterias.</p>
<p>MTSS Presentation by Anne Nixon, MTSS Region 1 Consultant</p>	<p>Anne Nixon, MTSS Region 1 Consultant, provided a presentation on MTSS (Multi-Tiered System of Support)</p> <p>Objectives of the Presentation:</p> <ul style="list-style-type: none"> • Develop a common understanding of MTSS as a School Improvement Model • Review the critical component of MTSS • Find connections between the work you are doing and MTSS <p>Ms. Nixon discussed <i>Building Common Language and Understanding</i>. She indicated MTSS is a framework that promotes school improvement through engaging research based academic and behavior practices. It employs a systems approach using data driven problem solving to maximize growth for ALL. She stressed that it is not a pre-referral process.</p> <p>Framework for total School Improvement</p> <ul style="list-style-type: none"> • List of Underlying Beliefs (James-Davis will share with administrators) • Discussion of: <ul style="list-style-type: none"> need for cultural change home behaviors vs. school behavior “teacher must believe student can learn in order to teach it and student must believe they can learn in order to get it” Building level administrators responsible for building team structures that should streamline work and make easier for classroom teachers (Effective for students & Efficient for adults) + Equal access for students <p>Ms. Nixon discussed the following Critical Components of MTSS:</p> <p>Leadership Data Based Problem Solving Data Evaluation Three Tiers Instruction/Intervention.</p>

	<p>Building Capacity/Infrastructure for Implementation. Communication and Collaboration.</p>
<p>EVAAS Update</p>	<p>Drew and White shared information from a recent EVAAS workshop they attended that included:</p> <ul style="list-style-type: none"> • Tools that are useful in assessing EVAAS data • How to take data and make it effective for your school and for individual teachers • School administrator use of EVAAS • Reports & Functions in EVAAS (layered information) • EVAAS is a continuous cycle/process <p>The following link was provided: http://bit.ly/EVAAS_NC</p> <p>The following forms were provided and reviewed:</p> <ul style="list-style-type: none"> • School Diagnostic Reflection (form) • EVAAS Teacher Report • Student Monitoring Chart • 4 + 1 Questions • What is Working/Not Working • What's Working?/What's Not • Activity: Examining School-Wide Data • Activity: Examining School Plans • Activity: Overview of Teacher Effectiveness <p>Drew indicated that he will share a sample target data form used to work with K-2 teachers that helped another district move up.</p> <p>Group activities were conducted using individual school's data.</p>
<p>HR & Operations Update</p>	<p>Lassiter commented that after listening to discussions held today he was amazed at the rate all, and especially the new principals, were building professional capacity.</p> <p>Lassiter provided a handout on "HR and Operations Updates" and reviewed/discussed the</p>

following:

- Dates to Remember:
- Position Line-Up (will send via email today)
- Evaluation Deadlines (stay as up to date as possible; ask for help if you need it)
- Recruitment Trips
- HR Paperless Phase III
- Employee Exit Questionnaire (this is a required part of the process when an employee resign and must be attached to the resignation tender). The exit interview with Mr. Lassiter is optional.

Lassiter discussed the need for administrators to acknowledge the work of folks and shared that during a recent exit interview an employee commented ““Don’t tell me you value me when I am sitting here and about to leave – show me you value me from day 1”

A question was asked about the 30 days required for release and if the count started when the resignation letter was submitted or when the exit questionnaire was completed. Lassiter responded that the day the letter is received should count as day 1.

- Discrimination, Harassment, and Bullying Complaints – reviewed applicable policy information and stressed that how person perceives comments matters vs. how it was intended
- App Garden – online substitute teacher training program
- Recruitment/Retention Tips – Lassiter asked for feedback on what principals are doing in buildings regarding retention and the following was shared:
 - Handwritten notes to recognize efforts of staff
 - Open line of communication
 - Celebrations (birthdays, special events, just because, etc.)
 - Eliminating things that keep teachers from teaching
 - Praise vs. Shaming goes a long way
 - Treat folks like you want to be treated
 - Meet with individuals to share concerns/issues rather than in group setting

	<p>Lassiter asked principals to think about “What is Your Brand” and how they would answer “Why would I want to work for you?”</p> <p>Lassiter indicated that there is a recruiting opportunity in Philadelphia during the scheduled spring break and asked anyone interested in attending to let him know.</p>
<p>Chapters 6-7 of <i>School Culture Rewired</i></p>	<p>Reid reviewed Chapters 6-7 of <i>School Culture Rewired</i> and indicated the chapters focused on taking an inventory of your school.</p> <p>She shared a PowerPoint presentation that included information on: Addressing the challenge: Determining how collaborative your school culture is School Culture Survey 6 main categories (collaborative leadership; teacher collaboration, professional development; unity of purpose; collegial support; learning partnership) Discussed what to do with the data</p> <ul style="list-style-type: none"> • Ask who owns each item • Ask whether you believe something you can do, might be able to do, doubt you can do or can't possibly do • Think of the responses as those of the culture and not of any one individual <p>Ms. Reid distributed results of a school culture survey done at her school. She indicated that the survey should not be used to compare one school to another or one classroom to another because personalities are different.</p> <p>Pauley asked that for the purpose of the next AdvancEd Reaccreditation process, schools keep on file the results of surveys such as this since they can be used for documentation purposes.</p> <p>Following Reid's presentation Dr. Cartner discussed what will change the minds of teachers more than anything is their emotional responses to the results. Principals discussed the impact of emotional responses and the need to have crucial conversations based on reality and not perception regarding results.</p>

	<p>There was discussion on culture and the fact that culture will always support the status quo. Culture always trumps strategy. That is why it is important to change the culture of our schools and of our district.</p>
<p>Chapters 5-6 of <i>School Culture Recharged</i></p>	<p>Ruffin was scheduled to present information on Chapters 5-6 of <i>School Culture Recharged</i> but was not in attendance at the meeting.</p>
<p>Superintendent's Updates</p>	<p>Dr. Cartner discussed the enrollment process and documentation needed for individuals that state they are “therapeutic foster homes” and are enrolling students. They should provide one of the following: copy of DSS placement order, copy of court order for placement; copy of license designating the sponsor as a therapeutic foster parent</p> <p>Dr. Cartner encouraged principals to administer a “mock” teacher working conditions survey prior to March. The reason for doing so is to help remind people what you (principals) have been working on, what was asked for, and what you (principals) have done in response.</p> <p>Dr. Cartner reminded everyone about the Two Wolves story of a Cherokee elder and his grandson. The elder told the grandson two wolves live in you – the angry and the glad. They are in constant battle with each other. When the grandson asked which wolves survive, the grandfather responded that it is the one you feed.</p> <p>Dr. Cartner discussed the foundational thinking done when WE decided to use Learning Focused Schools as our common instructional language. He discussed the survey he sent out before beginning work in ECPPS that indicated the district needed a common language. He discussed the process used before selecting Learning Focused:</p> <p>Step 1 – LF information presented to principals and they were asked if they wanted to pursue (unanimous yes)</p> <p>Step 2 – Principals brought 3 influential teachers to LF session and they were asked if they wanted to pursue (unanimous yes)</p> <p>Step 3 – Principals brought 3 reluctant teachers to LF session and they were asked if they wanted to move ahead (unanimous yes)</p> <p>The decision at all three steps was to move forward with Learning Focused.</p>

Dr. Cartner discussed the fact that the core of Learning Focused is about good teaching practice and asked if students will benefit from the appropriate implementation of LF. Everyone provided thumbs up response.

He asked principals to evaluate where they personally feel their school is in the implementation process and to identify barriers. He commented that NES, ECMS and ECPEC are the sites leading the way regarding implementation and asked for feedback about the process.

Fyffe discussed the struggle with marrying CANVAS and LF formats and her efforts to try to not make them do double work. Dr. Cartner reminded everyone that one of the very first things Max Thompson discussed was “adapt, don’t adopt” and this is a perfect example of adapting.

Worrell commented that one barrier for him is getting actionable feedback to staff as fast as possible in order to move forward.

Paullet stated that his school is that many of his teachers are compliant but not yet committed and he is pushing to get where they need to be. He noted that barriers for him are time and getting teachers to the point that they understand feedback is good and they should not take it personally. Dr. Cartner responded that an underlying condition for teachers is they feel there is one right way to do LF – there are many “right ways” to do learning focus, just as there are different “right ways” to teach a concept. Teachers must understand that feedback is just feedback and move forward in thinking. Adapt – don’t adopt.

Dr. Cartner addressed the common myth that teachers are leaving ECPPS because of Learning Focused. He stated that is not the case. He discussed the district’s commitment to implement LF and act from a place where we believe this is good for our students we are in a really good place.

He shared that this is his 3rd implementation of LF Schools and this one has been most challenging. He asked:

- What do we need to do as a leadership group to make sure we are doing the right things

for our students and the needs they have as it relates to LF?

- Are there things you believe we are not doing that we should be doing?

Dr. Cartner shared a story about comments made to a Board Member by two teachers about Learning Focused. They shared with the Board member about what LF had done to improve their teaching and how they were able to see that in year two of implementation.

There was group discussion about the implementation process and the need to “adapt, not adopt.” Feedback should not be used in a punitive manner regarding lesson plans and the need for teachers to look at the breadth and depth of the lesson plan and not focus on checking off boxes.

Dr. Cartner reminded team members of the book “Monday Morning Leadership” and to think about what is acceptable in their buildings (who is your lowest performer). That is what is acceptable to remain employed in your building.

Dr. Sanders commented that it became apparent in grade level meetings that teachers are isolating LF as something totally separate and they need to be reminded that LF is about good teaching. Something from every book used in the past by the district regarding good teaching methods can be found in Learning Focused. The district Program Services Team is now trying to address good teaching methods and show the link to LF.

Dr. Cartner complimented administrators on the work done in the past 2 ½ years and the significant/substantial progress made. He discussed the percentage of teachers that either met or exceeded growth (80% total, with 21% of those exceeding) and the percent that did not meet growth (19.6). The percentage of exceeding and not meeting are very, very close. The number of teachers not meeting growth increased last year and the number exceeding growth declined. That is one point that made a difference for our district.

Last Word & Pass the Bell

Sanders passed the bell to Simona White

	<p>Cartner distributed certificates from the State Superintendent for schools that met growth for 2016-17.</p>
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The meeting adjourned at 12:37 p.m. Davenport asked Title I principals to stay for a short meeting.