

**Leadership Team Meeting**  
**December 13, 2017 -- 8:30 a.m.**  
**College of the Albemarle Foreman Building**

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

<b><i>Item</i></b>	<b><i>Notes</i></b>
<b>Good News Report</b>	<p>The following “Good News” information was shared:</p> <ul style="list-style-type: none"> <li>• The breakfast program at Pasquotank Elementary School will be featured in a video through the “No Kid Hungry” Program.</li> <li>• A team of counselors attended Autism Foundation Training and DPI officials commended the work and ideas of the team.</li> <li>• The cohort graduation audit done recently had positive results.</li> <li>• PES kindergarten students published a hardback book that will be given to parents for Christmas.</li> </ul> <p>Dr. Cartner welcomed Dr. Vatara Slade who is serving as a turnaround coach at PES and shared that Melvin Hawkins has been named to serve as Interim Principal at PCHS for the remainder of the year.</p>
<b>Procedures for Contracting Nurses</b>	<p>Flach distributed and reviewed a handout outlining procedures to follow in contracting with nurses for field trips to Virginia and encouraged principals to follow the established timelines. The process should start six weeks prior to the trip and the contracted nurse should meet with the school nurse two weeks prior to the trip to receive information on care needed.</p> <p>She indicated that the maximum pay allowed is \$30 per hour or \$250 per day for overnight trips, however individuals are allowed to accept less pay. Schools are responsible for the remittance of pay.</p>

	<p>Lassiter will send an electronic contract to principals and stated that all forms must be typed. He encouraged principals to contact him when they begin the process of completing a contract.</p>
<p><b>Media/Tech Updates</b></p>	<p>Godfrey discussed Policy 7335 – Employees Use of Social Media and encouraged principals to revisit the policy with staff to make them aware of guidelines and restrictions related to posting on personal and workplace sites.</p> <p>Godfrey discussed the NC Public Records Law and its implications regarding social media. She shared that anything school system employees do on social media (Facebook, Twitter, YouTube, etc.) is subject to the Public Records Law if content directly related to their school/district is mentioned in the post/thread. District and school-level social media accounts are required to be archived and are subject to the Public Records Law. All comments (even those edited or deleted) will be available through the archiving process required. Principals had questions about parent created groups (PTOs, Boosters, etc.) and Godfrey responded that she will research the matter and provide updates as they become available.</p> <p>Godfrey discussed the importance of caution in opening e-mails/links from individuals outside of the district network. Ransomware attached to links has become very popular.</p> <p>Godfrey applauded the level of participation in the “Speak Up” survey. She also commended schools on the increased use of Canvas.</p>
<p><b>Chapters 8-9 School Culture Rewired</b></p>	<p>Paullet reviewed Chapters 8 &amp; 9 of <i>School Culture Rewired</i>.</p> <p><b>Chapter 8 – The Beat Goes On – or Does It?</b>  He discussed and provided group activities on the following “jump start”</p>

	<p>strategies for moving the process of changing culture forward:</p> <ol style="list-style-type: none"> <li>1. Stop with the Excuses</li> <li>2. Stop Generalizing</li> <li>3. Introduce a New Enemy to the Group (use caution with this approach)</li> <li>4. Let the Most Effective Teachers in on the Skinny</li> </ol> <p><b>Chapter 9 – How Long Does it Take to Rewire a Culture?</b>  He reported that this chapter provided practical (boots on the ground) information to approach the process of changing culture. He stressed that you have to focus on all of your staff all the time –the need to move everybody.</p> <p>Dr. Cartner suggested that principals consider conducting the activities Paullet shared with their staff.</p>
<p><b>Chapters 7-8 <i>School Culture Recharged</i></b></p>	<p>Drew reviewed Chapters 7-8 of <i>School Culture Recharged</i>. He provided a handout with the following questions to ponder for each chapter:</p> <p><b>Chapter 7: Understanding the Layers of Culture</b></p> <ol style="list-style-type: none"> <li>1. Why are teachers’ classrooms different?</li> <li>2. Is that a good thing?</li> <li>3. Why do you suppose the building-level culture carries the most influence in what happens in the classroom?</li> <li>4. In your school, which policies are sacred and which ones are just suggestions?</li> </ol> <p><b>Chapter 8: Disrupting the Culture -- People Balance</b></p> <ol style="list-style-type: none"> <li>1. Who is the historian in your school? If that person left, who would take his/her place? How might that influence your school culture?</li> <li>2. Who could serve as the foundation for the culture you want?</li> <li>3. How does your school define the concept of improvement?</li> <li>4. As a group, make a list of things you wish you could improve</li> </ol>

	<p>tomorrow at your school; then ask what will get in the way and why?</p> <p>Drew conducted group activities on:</p> <ul style="list-style-type: none"> <li>• Identify something sacred in your school</li> <li>• List 3 things that you would change today if you could snap your fingers and make it happen/who would be most upset by the changes</li> <li>• Concept of improvement</li> <li>• Roles to Identify (Queen/King, Joker, Historian, Stalwarts)</li> </ul>
<p><b>Spritzinc.com</b></p>	<p>Dr. Cartner shared information on spritzinc.com with administrators. Time was provided for administrators to “test” their reading speed. He encouraged principals to think about how spritzinc.com could be used as an activity with teachers to talk about students, reading and comprehension.</p>
<p><b>Effect Size &amp; Corresponding Practices</b></p>	<p>Dr. Cartner shared a PowerPoint presentation “Improving Student Achievement, Increasing Support for Teachers, Raising Expectations, and Accountability for ALL.”</p> <p>He indicated the purpose of the presentation was to remind everyone of the work in the district over the last 2 ½ years in the quest to implement a common instructional language and a model that would serve as both a School Reform Model and an Implementation Model.</p> <p>The presentation included slides on:</p> <ul style="list-style-type: none"> <li>• The model we have implemented is both a School Reform Model &amp; Planning Model</li> <li>• Why do we need a common instructional platform and language?</li> <li>• Two major sources that determine exemplary practices</li> <li>• Research-Based Strategies</li> <li>• Choosing Strategies</li> <li>• Effect Size</li> </ul>

	<ul style="list-style-type: none"> <li>• The top 8 research-based strategies connected in our common language and instructional platform</li> <li>• The higher the percent of FRM, the fewer instructional strategies that can be successful</li> <li>• Different Instructional Paradigm</li> <li>• Exemplary Practices in High Achievement/High Accountability Districts/Schools</li> <li>• Levels of Learning</li> <li>• How do I think about, plan and deliver instruction so that students can learn it faster and keep it longer?</li> <li>• What do we need for continuous improvement to take root?</li> <li>• Keys to Successful Exemplary Practice</li> <li>• Vocabulary Research</li> <li>• Think-Pair-Share</li> <li>• Teacher Modeling is Critical</li> <li>• Distributed Practice</li> <li>• The teacher activates the lesson by reviewing previous learning</li> <li>• Key to Implementing Exemplary Practices: Review</li> </ul> <p>Power Standards information was distributed to principals were encouraged to find out if teachers are operating off of the standards – and if not, to ask why not.</p> <p>Dr. Cartner indicated he will share an electronic version of the presentation with principals and they are welcome to use it. He commented that he was proud of the principals and district staff for the accomplishments made from December 2015 to December 2017.</p>
<p><b>Last Word and Pass the Bell</b></p>	<p>White passed the bell to Ainslie Jones</p>

	<p>Dr. Cartner closed the meeting by encouraging everyone to keep the faith and keep focused.</p>
--	---

He wished everyone a wonderful holiday season (full of rest, renewal and laughter).

The meeting adjourned at 10:25 a.m.

***There is not a single instance where an initiative can thrive in a negative environment.***