

Leadership Team Meeting
March 24, 2016
8:15 a.m.
College of The Albemarle

Present:

Cartner, Larry

Austin, Leigh

Cowell, Kelly

Davenport, Tacy

Drew, Mickey

Fyffe, Amy

Godfrey, Amber

Hawkins, Jennifer

Heath, Frank

James, Lindsey

Jones, Ainslie

Lane, Bert

Meiggs, Dianne

Mizelle, LeVar

Parker, Alvin

Pauley, Christie

Paullet, Chris

Payne, Ron

Sanders, Joanne

Sawyer, Tammy

Thompson, Michael

Waple, Katina

Whitehurst, Kim

Wilson, Shawn

Worrell, T.J.

| Leader | Topic | Notes |
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| Larry Cartner | Good News Reports | <p>Dr. Cartner opened the meeting and asked for “good news” reports.</p> <p>Payne reported that a Jennifer James (business teacher at NHS) was one of three recipients in the state of the Champion Award given at the Collaborative Conference for Student Achievement.</p> <p>Thompson reported that the PWM cafeteria went “orange” yesterday and breakfast was served to 93% of</p> |

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| | <p>the students (a 150% increase in participation). The process went smoothly and was received well by teachers and students.</p> <p>James confirmed that going “orange” was a success at PWM and indicated it appeared to reduce tardies.</p> <p>Sawyer shared that the “back pack buddy” program was implemented in February at PWM. 25 students were identified and receive food for the weekend as they depart on Fridays. The program is funded by churches that have adopted the school.</p> <p>Payne reported that the NHS FFA Plant Sale begins tomorrow and will be open during spring break. He encouraged folks to stop by and shop.</p> <p>Fyffe reported that PCHS held a “kick off” parent/student meeting at COA this week to for students interested in dual enrollment opportunities. There was great turnout -- approximately 100 students attended and at least 100 family members attended with the students.</p> <p>Worrell reported on acceleration classes for math and ELA that are underway for students that scored either a Level II or III at ECMS and indicated they are expecting the classes to have a big impact on student achievement.</p> |
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| <p>Amber Godfrey</p> | <p>Building Transformation: The SAMR Model</p> | <p>Dr. Cartner formally introduced Amber Godfrey, Technology Director.</p> <p>Godfrey provided a presentation: Building Transformation: The SAMR Model.</p> <p>She discussed that technology is just another tool (i.e. pencil, paper, etc.) and teachers need to make sure lessons are not about the tool, but about the learning. She encouraged everyone to remember four questions to ensure student needs are met are:</p> <ul style="list-style-type: none"> • Are we teaching the right things? • Are we teaching them the right way? • How do you know your students are learning? • What are you doing for those who are not learning? <p>A brief video was shown explaining SAMR (model of technology integration that is simple, easy to gauge and offers all educators something to strive for).</p> <p>Who created SAMR? Dr. Ruben Puentedura (founder of Happsus).</p> <p>What is SAMR? Substitution (used to replace traditional tools) Augmentation (acts as direct tool substitution) Modification (technology allows for significant task redesign) Redefinition (technology allows for the creation of new</p> |
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| | | <p>tasks previously inconceivable)</p> <p>Where should SAMR be used? SAMR should be used any place where learning takes place (classroom, library, etc.).</p> <p>Why use SAMR? It is an easy model for teachers and administrators to follow, especially when combined with Bloom’s Taxonomy.</p> <p>Godfrey shared guiding questions to ask when reviewing teacher lesson plans or observing classroom instruction that help answer the question, “How can we use SAMR to aid in evaluating teacher lesson plans and technology integration in to classroom instruction.”</p> <p>Four teams were given sample lesson plans and asked to identify:</p> <ul style="list-style-type: none"> • if they were examples of S, A, M or R • what levels of Bloom’s were addressed • how would you assist in modifying design to enhance student learning |
| BREAK | | |

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| <p>Dianne Meiggs</p> | <p>Policy Updates</p> <p>NCEES</p> <p>School Staffing & Posting for 16/17</p> | <p>Meiggs shared folders with each principal that contained information on:</p> <ul style="list-style-type: none"> • NCEES • Evaluation Matrix (reviewed and discussed importance of having completed all Comprehensive observations by April 8 and summatives by April 18) • 2016-17 Employment Recommendations (tenured and non-tenured) • Teacher Overages List (discussed district overage – 3-10 teachers -- indicated plans are to balance through attrition as much as possible -- each requisition to replace individuals that resign/retire will be handled individually). • Intent Forms information (reminded that just because a transfer was requested it does not mean it will always happen – individuals still have to go through the interview process). <p>Cartner indicated that the system will also lose 4-6 positions to the charter school for the upcoming year. He discussed that secondary principals need to think about vacancies as “positions” versus subjects – if they</p> |
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| | <p>have an opening in one subject area, they may want to fill that vacancy in another subject area that needs assistance.</p> <p>Meiggs distributed and discussed policies in the 4300 series related to discipline and highlighted changes that have been made as the system transitions to the updated policies. She indicated she will provide notebooks to principals with the discipline related policies.</p> <p>Meiggs highlighted and discussed the following:</p> <p>4302 – School Plan for Management for Student Behavior</p> <ul style="list-style-type: none">• Requires schools to have discipline committee <p>3470/4305 – Alternative Learning Programs/Schools</p> <ul style="list-style-type: none">• Requires School-Wide Behavior Plans <p>Meiggs discussed the opportunity to involuntarily refer students to HLTCS without going through the long-term suspension process.</p> <p>Meiggs discussed changes in documentation requirements.</p> <p>Dr. Cartner discussed the need to be cautious in matters</p> |
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| | <p>involving social media. Principals need to help staff understand that students film and post online. Staff and students need to understand what they can and can't do with tech and social media (privacy issues).</p> <p>4340 – School Level Investigations</p> <ul style="list-style-type: none">• Urged principals to thoroughly document incidents and include in evidence for hearings <p>4351 – Short Term Suspension</p> <ul style="list-style-type: none">• Pre-suspension rights – parents have right to meet before students suspended• Upon request – the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with assignments <p>Meiggs indicated the school system is operating within policy. She discussed need to expand on the reason(s) for suspensions when providing written documentation to parents (ex. fighting as one word in not a good reason – expand to say “fighting that disrupted the educational environment, adults were available and student did not seek assistance”).</p> <p>Meiggs indicated if calls are made to parents regarding suspensions, they should be followed up with written notice. Paullet asked if it is reasonable to give written notice to the child to take home. Meiggs responded no –</p> |
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| | <p>not unless the parent was told specifically it would be in the bookbag or folder. She indicated it will be time consuming and encouraged the use of counselors or others on the discipline team.</p> <p>4353 – Long term suspension</p> <ul style="list-style-type: none">• Provided sample letter for principals to review and provide feedback• Discussed the fact the LTS removes students from the educational environment and should be used when the incident/crime meets “needs” to remove. <p>Meiggs discussed the changes in the long-term hearing process/procedures.</p> <p>Cartner pointed out that that the changes are a natural part of the policy manual revision process the Board of Education is going through. NCSBA designed the policies to pass legal muster and there was no intent in any particular areas</p> <p>Meiggs asked for input from principals regarding the revised LTS letter. Jones asked about including a statement regarding transportation. Meiggs responded that she will discuss the matter with Dr. Cartner and Attorney Leidy.</p> <p>Sanders informed the group that a meeting has been</p> |
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| | | <p>scheduled for April 4th (4 principals and Central Services staff) to review the policies/procedures and develop a regulation to the policies (to be included in the student handbook).</p> <p>Meiggs encouraged everyone to read the policies and develop discipline teams at the schools. She discussed the reporting requirements. –</p> <p>Meiggs reviewed the social media policy and asked principals and directors to read and share with staff.</p> <p>Meiggs indicated if there are questions or concerns, please send her an e-mail.</p> |
| <p>Tracy Davenport</p> | <p>Title 1 Parent Involvement Policy</p> <p>Title 1 EOY Procedures</p> | <p>Davenport reviewed Policy 1320/3560 – Title I Parent Involvement and discussed that the goal for Title I parent meetings is to educate parents (assessment models, testing, benchmarking, etc.) and should not be for report card pick up. Meetings are intended to be time for parents to visit schools and be educated about what “schools” do. She discussed requirements for meetings (one must be within 30 days of first day as required by Federal Law). She indicate she will attend meetings to share information if principals request and discussed information that is required to be shared (amount of money allocated, plan for spending, etc.). S</p> |

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| | | <p>Davenport discussed the annual survey and distributed sample surveys. She asked principals to provide feedback on the samples.</p> <p>Davenport discussed NCSTAR (online tool for “focus” and “priority” schools). She shared that she is scheduled to attend training and will provide more information following the training.</p> <p>Davenport discussed School Improvement Plans and the need to “take them up a notch.”</p> <p>Davenport reminded principals that the last day to submit Title I POs is today (3/24/15) at noon.</p> |
| BREAK | | |
| Larry Cartner | Teacher Vacations During Student Days | <p>Dr. Cartner discussed teachers taking vacations during school days. He shared that Board of Education members had been made aware of instances where teachers went on family trips or vacations on student days. He discussed “personal leave days” earned by teachers that cannot be denied, but cautioned that principals should not allow staff to use sick days to go on vacation.</p> |
| | Strategic Planning Process | <p>Dr. Cartner shared a draft “Strategic Plan” handout and asked everyone to review and provide feedback. He indicated the plan is to take the document to the Board</p> |

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| | | <p>of Education for approval in April. He encouraged everyone to think about where they see ECPPS in 3-5 years to determine if the strategies listed will get us there. He shared that the strategies were designed by the Strategic Planning Task Force.</p> |
| | <p>Budget Review</p> | <p>Dr. Cartner thanked Thompson for providing breakfast (prepared by ECMS).</p> <p>Dr. Cartner reviewed the proposed 2016-17 Local Budget Request and briefed staff on the process used to develop the budget. He explained that it was formatted for the public to be able to understand it. He shared that the budget was built around four principles:</p> <ul style="list-style-type: none"> • Student Achievement • Employee Recruitment and Retention • Technology • Capital Improvements to address deferred maintenance <p>Dr. Cartner reviewed and discussed items in each section (Revenue, Summary, Personnel, Student Achievement, Student Support, Technology, Administration, Operations, Facilities/Grounds, Transportation, Non-Programmed Expenditures and Capital) and highlighted specific system needs. He asked that principals not share the hard copy budget with staff until they sit down and review it with staff first.</p> |

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| | <p>Dr. Cartner asked for questions/comments.</p> <p>A question was asked about long distance access for teacher classrooms due to the fact that parent cell phones are frequently long distance calls now. Dr. Cartner indicated that it is a management issue regarding costs.</p> <p>A question was asked about Learning Focused and no longer utilizing Schlechty training. Sanders responded that we have a leadership group in progress with Schlechty and the work of the 130 that have been through the Leadership Academy and those that have received “Working on the Work” training will be capitalized and leveraged on in the future, but the system is going in a new direction.</p> <p>Pauley indicated that “Working on the Work” should be considered the first step in the design phase – it centered on the “who” and Learning Focused will be centered on the “how”.</p> <p>Dr. Cartner indicated that if all 12 principals feel that continuing with the Schlechty Cartner is needed and valuable, he will look for funding.</p> <p>Godfrey requested that principals allow media coordinators to use the funds allocated for library books and not use the funds for supplies or other things. She</p> |
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| | | <p>shared that media centers are in need of books.</p> <p>Dr. Cartner discussed the budget process as it goes forward and shared that much of what principals/directors asked for is in the budget or will be in the next year. The Board has typically provided the budget request to the Board of Commissioners in late April, but technically has until May 15th to submit. He explained that the Board can choose to have a public hearing. He indicated the Board of Education would meet with the Board of Commissioners to present the budget request.</p> |
| <p>Larry Cartner</p> | <p>Last Word & Pass The Bell</p> | <p>Mizelle passed the bell to Tracy Davenport.</p> <p>Dr. Cartner informed principals and directors that it is important that they know they are making a significant difference. He shared that the ways that he supports and challenges them may not work for them as ways to support/challenge teachers but they need to help teachers see what a tremendous difference they have made and are making.</p> <p>He indicated the “attitude of the district” was in sitting in this meeting and they should not underestimate themselves and that in his mind the significant things that we need to do are yet to come – the things done so far have been setting the table and getting ready.</p> |

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| | | <p>Dr. Cartner wished everyone a wonderful Easter and enjoyable spring break.</p> <p>The meeting adjourned at 11:31 a.m.</p> |
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