

Leadership Team Meeting
October 27, 2015
9:45 a.m.
Community Room of Public Safety Building

In Attendance: Dr. Cartner, Meiggs, Sanders, Austin, Cowell, Drew, Fyffe, Hale, J. Harris, R. Harris, Hawkins, Heath, James, James-Davis, Jones, Lane, Meiggs, Mizelle, Parker, Pauley, Pullet, Payne, Priest, Sawyer, Steinert, Strecker, Thompson, Waples

Topic	Notes
Good News Reports	<p>Dr. Cartner opened the meeting by welcoming Rhonda James-Davis (CTE Director) and asked for Leadership Team (LT) members to share good news.</p> <p>The following “good news” was shared:</p> <ul style="list-style-type: none"> • J. Harris shared that she has a new grandson, Kyle Harris. • Wilson shared that two Pasquotank Elementary employees (Janet Overton & Brehon Fulford) received “Employee of Excellence” Awards at the October Board of Education meeting. • Sawyer shared that the first CONNECT message in Spanish was sent last week. • Ewers shared that the Rachel’s Challenge event held last week was successful – 67 attended. She said thanks goes to Midge Hudyma for heading this up. • Sawyer commented that the PCHS First Annual Band Competition, held on 10/24/15, was a success. • Jones shared that HLTCS held a successful fundraiser recently. • Fyffe thanked NHS for joining PCHS for Thursday night game – everything seemed to go without a hitch.
Testing Update	<p>R. Harris distributed and reviewed a handout (ECPPS Testing & Accountability Updates)</p> <p>She covered the following topics: NC Final Exams, Historical Audits, Roster Verification, and Testing Outside the Test Window.</p> <p>She also discussed practice activity booklets for gridded response in math. The activity booklets are</p>

	<p>to only be used by teachers within the classroom and are not to be sent home.</p> <p>Dr. Cartner reminded principals that students should practice the gridded responses and teachers should be encouraged to make students familiar with the process.</p>
<p>PD Schedules for 10/29</p>	<p>Sanders provided an update on plans for professional development (PD) planned for 10/29/15 and thanked the Instructional Team for their hard work. The PD will be held at PCHS & NES. The Program Services Team (PST) used feedback from the PD held on 9/28/15 to plan for the 10/29/15 training.</p> <p>The PST distributed copies of the October edition of “West Wing News.”</p> <p>Austin shared information regarding schedules for elementary PD and distributed envelopes to elementary principals that contained schedules and assignment cards for each teacher.</p> <p>Hawkins shared information regarding schedules for secondary PD. Based on feedback, sessions were changed from 90 to 60 minutes and “expert” presenters from outside the district (at the request of teachers – Chowan University academic outreach, Sonya Rhinehart from DPI, Principals of the Year and others) will provide training. There will be a 3 hour session on EVAAS for administrators in the afternoon.</p> <p>Pauley shared that ASW folks will work on curriculum documents, pacing guides and a consultant from DPI will work on text complexity. The session will be videotaped and they will follow-u p in November during afternoon sessions.</p> <p>Catner asked for comments from principals on what they are hearing from teachers about the PD and afternoon sessions.</p> <p>Sanders indicated teachers are giving positive feedback to PST – they are actually staying longer than the scheduled time and seem to really like the grade level sessions.</p> <p>Principals concurred with Sanders’ comments.</p> <p>Ewers shared plans for Exceptional Children’s Program PD on 10/29/15. There will be 3</p>

	<p>mandatory sessions in the morning and 3 optional sessions in the afternoon. Topics include: 1:1, Grief Training from Hospice, PowerSchool Reports, OCS Training, etc. She indicated that feedback indicated EC staff are excited about solid PD.</p> <p>Sanders stated that feedback indicates teachers wanted PD that was valuable and relevant.</p> <p>Sanders shared that Dr. Rick Courtwright (DUKE TIP) will provide training on social/emotional needs to counselors and AIG staff on November 5th.</p> <p>Pauley reported that CTE staff will meet at NHS – Canvas Training in the morning and they will meet with R. James-Davis (new CTE director) in the afternoon.</p>
<p>EC Program Issues</p>	<p>Ewers discussed the need for suspension data to be shared with EC teachers/case managers. She asked principals to determine what will be the most effective and efficient way to share discipline information with EC teachers.</p> <p>Some methods of sharing are copies of referrals, e-mails, and daily attendance reports.</p> <p>Waples shared information about an online discipline referral program she uses (Educator’s Handbook). The program provides instant information to the principal, a summary of incident and reports that can be shared with parents.</p> <p>There was discussion about the program and James-Davis shared that the program is able to integrate with Power School – it requires some work to set up but can be done.</p> <p>Following group discussion, Ewers indicated she will share with EC case managers that principals will provide them with copies of suspension forms within 24 hours of a suspension.</p> <p>Ewers discussed the evaluation process for school nurses with principals. She reported that she has worked with Casey Spear, Regional Consultant, on the evaluation process. School nurses will receive training/orientation on the new process.</p>
<p>Teacher Survey</p>	<p>Dr. Cartner discussed the Teacher Survey Responses document with the LT. He asked principals to share what they felt would be the best way to send the message to teachers that “we heard what</p>

they said and are taking action” from a principal and district perspective.

Priest suggested that principals could have conversations in PLCs and share what has been addressed and plans for addressing other concerns.

Dr. Cartner shared that the Teacher Advisory Council chose to work in groups and each group would tackle certain questions and bring back suggestions on how to address concerns.

Paullet suggested categorizing concerns.

Dr. Cartner suggested two ways to approach the survey – feeder patterns or elementary/secondary. The group chose the feeder pattern approach.

Dr. Cartner asked that the two groups identify 5-7 items to address and then look at commonalities. Each group identified a recorder and leader. The groups worked on identifying issues/themes that can be addressed.

The NHS Feeder Group identified:

- Money
- Communication
- PD
- Technology
- Vision
- Discipline (Classroom Management)
- Teacher Recognition

The PCHS Feeder Group identified:

- Technology
- Communication/Trans
- PD
- Resources

Commonalities Focus List for Schools and District:

Technology
PD (Instruction)
Resources/Money
Communication
Discipline
District Wide Consistency (vision/mission)

Dr. Cartner informed the group that the Board of Education is currently in the process of working on its Vision/Mission/Goals. He discussed that it cannot be “his” vision, but has to be “our” vision and starts with the Board.

Cartner asked “what are the things that became clear that ‘we,’ as a group of principals or central services staff, need to do.” He shared an example of discussions about the budget process and the need to make staff aware of the process.

Steinert indicated making staff feel appreciated and involving them more was something needed and could be addressed by principals.

Fyffe indicated that communication (constant reminders) with staff is important.

Parker shared that he was aware the survey involved “teacher” responses, but he wanted to make the group aware that custodians complain to him that they do not feel appreciated by teachers.

Cartner stated that part of what is popping is the idea of continuing to build the team and where you “sit” does depend on how things look.

Cartner asked principals what Central Services can do (that we are not doing) or could do better?

Drew indicated that staff have noticed the increased visits to school and continuing to have presence in the buildings will alleviate concerns/complaints.

Pauley reported that PST tries to provide feedback that will build on strengths of teachers. They use a common language and focus on the 4 questions from 4Q3T.

	<p>Sanders indicated the feedback is shared with principals to keep them in the loop.</p> <p>Dr. Cartner thanked everyone for their work. He discussed that one of the things they have learned about him is that he is a processor and one of the faults of a processor is that they have thought everything out in their head but have not shared it with anybody else. The processor then has to figure out why folks aren't necessarily saying "OK...this is the thing to do." He used this as a reminder that we need to "show" the process of how we arrive at our plans.</p> <p>He discussed the approach being taken in regards to Learning Focused; building a cadre of teachers in each school who understand the benefit.</p> <p>Potential Action Steps</p> <ul style="list-style-type: none"> • Communication (repeat things at least 3 times) • Visits by CS (feedback to teachers, using a common language for feedback)
<p>Reflective Coaching</p>	<p>Meiggs shared a PowerPoint presentation "It's Not About the Instrument: Growing Teachers Through Reflective Coaching"</p> <p>During the presentation she conducted two group activities:</p> <p>"How Do You Work" (puzzle piece activity – each person given a puzzle piece and asked to write one word to describe their leadership style on the puzzle piece – teams put puzzles together). Terms used to describe leadership /coaching style consisted of: listener, questioning, supportive, facilitating, reflecting, patient pusher, resource, model, and encourager.</p> <p>"Read the Scenario" (group discussed conversations to have with teacher described in scenario and listed "coaching" questions to ask during post-conference).</p> <p>There was discussion during the presentation and individuals shared comments/strategies. A consistent theme during the discussion was the need to build relationships.</p>

	<p>Dr. Cartner discussed the second quarter always being chopped up (Veteran’s Day, Thanksgiving, Christmas, MLK Day, end of semester) and suggested principals could use the optional workday on Friday, October 30th to provide lunch for their ILT 1s & 2s and just talk with them, ask what they are struggling with and what is bothering them – this would be a way to build up relationships.</p> <p>Meiggs encouraged principals to use the “comment box” section of evaluations to give positive reinforcement and suggestions.</p>
Superintendent Update	<p>Dr. Cartner discussed the quality of intervention time. He indicated that he had heard principals express frustrations and concerns about intervention time as it currently exists at their school.</p> <p>He stated that principals really have to monitor that time – once it gets away from you it is hard to get back and you could end up with 30-45 minutes per day when nothing productive is happening or productivity is limited to small groups or pockets. He shared that he is glad principals are recognizing this and that they should make sure they are getting a return on their investment in intervention time.</p> <p>Dr. Cartner shared with the LT that the policy manual is the backbone of a school district and contains rules you have to abide by.</p> <p>He discussed recent conversations by Board members regarding fundraising requests that had not been approved or were questionable and the policy requirement that all fundraising requests are to be submitted by June 30th.</p> <p>Dr. Cartner informed principals that <u>effective with the 2016-17 school year ALL fundraising requests will have to be submitted by June 30th</u>. This is the policy that is on the books, but it has not been enforced in recent years.</p> <p>For the remainder of the 2015-16 school year, all requests for second semester are due by the first week of January.</p> <p>Dr. Cartner reminded principals they should take responsibility for enforcing the existing policy. Do not put him in the place of having to say no to requests not submitted on time – it is the</p>

principal's responsibility to submit requests by the specified deadlines or say no to teacher requests.

Dr. Cartner discussed field trip requests and indicated that beginning in 2016-17 all requests for the first semester should be submitted in August (specific date TBA) and second semester requests should be submitted by the first week of January (specific date TBA).

He indicated requests do not need to be submitted all year long. A question was asked if requests with "location" but not specific date could be submitted due to teachers needing to work with organizations/sites to schedule.

Dr. Cartner indicated requests need to be filled in as completely as possible when submitted.

Dr. Cartner discussed student absences – the district has an attendance issue and principals need to closely monitor attendance in their buildings. He shared that they should not be reluctant to get the court system involved (working through L. Ewers). It will take all of us working very hard to break the cycle of poor attendance and truancy. Nothing will change if we do not take action. Principals should contact Ewers or Midge Hudyma for truancy issues.

Ewers stated that school based counselors can help also and that Midge Hudyma is working to connect with mentors for students in order to be proactive.

Dr. Cartner shared a brochure on Homebase. It is the individual employee's responsibility to maintain their license through accrual of required continuing education units (CEUs) and he suggested they share the information in the brochure with staff.

Dr. Cartner shared handouts on Student Survey Information and indicated principals should feel free to share the information with teachers. He discussed that while it is not going to be used in an evaluative manner at this time, it could be in the future for Standard 6. He encouraged principals to have conversations with staff, especially about the idea of moving away from classroom control being punitive and being positive in discipline.

Dr. Cartner shared a handout on items from the 2015 Long Session of the Legislature. He commented on the SBE authority to consolidate contiguous county school districts. DPI officials

have indicated that northeast and far western regions would be the most likely to be impacted due to the fact they are projected to lose the most students in the next 5 years. He shared that there have been conversations about combining services in contiguous counties (AIG services, Child Nutrition, ESL, Transportation, etc.). However, there is “no appetite” on the SBE to combine districts at this time.

Dr. Cartner discussed driver education and indicated it would most likely be an agenda item during the legislative short session. He informed principals of the 163 question survey (covering 5 years) that has to be completed by the 115 school districts.

Dr. Cartner informed principals that DPI/SBE is serious about moving away from purchasing textbooks.

Dr. Cartner urged secondary principals to monitor athletics programs and staff. Several issues regarding staff behavior have arisen recently.

Dr. Cartner discussed student transfer requests and the process of validating student addresses. He reminded principals that if a student is currently attending their school and there are no attendance/behavior issues, it is the practice to approve transfer requests.

Transfer students with behavior/attendance issues can have the transfer revoked.

Transfers are approved for one school year and requests have to be submitted by June 30th each year. Unless he hears from the principal about a student, he will continue to approve the request through the highest grade level at the school.

Dr. Cartner asked principals and staff to think about and provide feedback on the following:

Work with Schlechty Center – The system pays about \$50,000 a year for services and he needs to know if the LT feels the system should continue or if it is time to use the money in other ways.

Idea of moving toward a 1:1 district – Technology in and of itself will not improve student achievement, but can be a tool that will improve instruction and achievement. Dr. Cartner discussed the importance of teacher training prior to spending money on hardware. He discussed ways to approach phasing in devices and shared information about the initiative ECMS is undertaking. One of the ways he discussed to implement was for schools to “volunteer.” Principals were quick to indicate they were willing to volunteer. The final consensus was that all schools should be involved to avoid any perception of “have and have not.” This means we would likely phase in any 1:1 in specific grade levels.

Issues regarding infrastructure were discussed. A principal indicated the school would need a tech person all day and not a shared position. Dr. Cartner responded that he did not foresee putting more people in the schools from the district level, unless we agree to repurpose existing resources. However, schools would be free, as they are now, to deploy their personnel allotments as they see fit.

Another principal discussed electrical outlet issues – his school has only one electrical outlet per classroom and that could be an issue in regards to charging devices.

Wireless capability was discussed and Strecker indicated that should not be an issue due to recent upgrades.

There was discussion of devices – would they be the same at all levels? Dr. Cartner indicated what works best for elementary may not necessarily work best for secondary and decisions would have to be made on needs.

Dr. Cartner asked for suggestions of ways to redirect funds into a 1:1 initiative. What are some resources that we could think differently about for a 1:1 project? What concerns do you see?

Mandatory, rigorous training for teachers was indicated as a need.

There was discussion about the roll out process and the need for all interested schools to get a portion of the pie at the same time to prevent hard-feelings among staff, students and parents.

Dr. Cartner indicated he would favor leasing rather than purchasing devices.

	<p>Dr. Cartner stated that he is hearing that everyone is in favor of exploring the 1:1 initiative and they would like to see it done by grade levels.</p> <p>He then discussed the funding issue and shared that elementary teachers are expressing a need for basal readers. He asked principals how to mitigate the issue.</p> <p>Steinert indicated that through the district PD and pacing guides, a structure could be established to take the place of a basal reader. Pulling everything to together is a hard issue to balance for the teachers.</p> <p>Dr. Cartner again asked the group to think about the two issues (Schlechty and 1:1), to assess possibilities and give him feedback.</p>
<p>Last Word & Pass The Bell</p>	<p>Sawyer passed the bell to the West Wing Instructional Team. She shared that they have exhibited superior leadership and have worked hard to become part of the Leadership Team.</p> <p>Dr. Cartner shared a quote, “there are two jobs a leader has, the first is to define reality – the second is at the end to say thank you – everything in between is servant leadership.”</p> <p>Dr. Cartner stated that many on the LT have remembered a comment he made “hope is not a strategy.” He asked that they also remember that as leaders we provide hope and should define hope so that those who follow us and walk with us and understand the power of hope.</p> <p>Dr. Cartner closed by saying that his meetings with the Principal PLC and with the individual goal setting session have allowed him to know them on a different level and has affirmed the level of talent in ECPPS. He thanked principals for being the talented leaders they are and indicated he is counting on them to provide hope for those that walk with us.</p> <p>The meeting adjourned at 2:44 p.m.</p>