

**Leadership Team Meeting  
September 27, 2017 – 8:00 a.m.  
College of the Albemarle**

**Present:**

Austin  
Campbell  
Cartner  
Cobb  
Cox  
Davenport  
Drew

English  
Floyd  
Fonville  
Fyffe  
Godfrey  
Hawkins  
James-Davis

Jones  
Lane  
Pauley  
Reid  
Ruffin  
Sanders  
Sawyer

Thompson  
Waples  
White  
Whitehurst  
Worrell

<b>Topic</b>	
Good News Reports	<p>Dr. Cartner opened the meeting and asked for “Good News.”</p> <p>Sawyer shared that framed accreditation certificates are available for each school.</p> <p>Paullet reported that Town South Church volunteered recently and worked on the grounds at J. C. Sawyer.</p> <p>Sawyer reported that the EC Backpacks Program will begin on October 13<sup>th</sup>.</p>
Chapters 1-3 of School Culture Rewired	<p>Fyffe reviewed Chapters 1-3 of School Culture Rewired. Her review included discussion of:</p> <ul style="list-style-type: none"> <li>• Climate impact/influence on culture</li> <li>• Culture is interpretive (individuals do not make up a culture a group does -- individuals do influence culture)</li> <li>• Stages of Culture (Defining, Assessing, Transforming)</li> <li>• “Temperature” of the day in schools (culture can cool down situations when everyone is working the same direction)</li> <li>• Morale as the barometer of culture</li> <li>• Climate is the attitude and can be changed / lasting cultural change is difficult and takes time</li> <li>• If there is a serious problem, you have to put it out there (“bearding the lion in its den....”)</li> <li>• Conquerors “change the language” as a way to stop the old culture</li> <li>• Ceremonies (what is valued )</li> <li>• Stories (transfer information about organizations)</li> </ul>

	<p>Following Fyffe’s presentation, Dr. Cartner asked principals to think about what teachers have seen in the last five years (national, state and local levels) regarding public education which some could view as an “attack” on public education. He discussed challenges faced by leaders to get things done when the “noise” is always in the background and that the goal of a leader is not to protect people, but to grow people.</p>
<p>Chapters 1-2 of School Culture Recharged</p>	<p>Jones reviewed Chapters 1-2 of School Culture Recharged and shared a handout with principals. Her review included discussion of:</p> <ul style="list-style-type: none"> <li>• Climate vs. Culture (A Delicate Balance)</li> <li>• Climate = attitude</li> <li>• Culture = personality</li> <li>• Group Activity (Five Years Ago and Five Years From Now)</li> <li>• Group Activity – Five Years Ago and Five Years From Now</li> <li>• School culture requires a measure of trust</li> <li>• The past will always influence the present and the future</li> <li>• Suggested activity to use with staff (“If I Were King” ...ask staff to imagine report on what they would put in place – listen to the responses and they will give an indication of the culture of the building)</li> </ul>
<p>Progress Monitoring</p>	<p>Waples and Austin reviewed Progress Monitoring. Dr. Cartner indicated that progress monitoring is not an option – it has to be done. Teachers and principals should know where each student is academically at all times. Students should also know where they are academically.</p> <p>Waples reviewed mClass information and ways it can be used for progress monitoring. She stressed that data should be posted and discussed.</p> <p>Austin reviewed the beginning of the year printout and discussed what principals should be looking for in the report (TRC, DIBELS, DOTS, etc.). She shared that she is scheduled to meet with elementary teachers to discuss the reports. She indicated that principals and teachers should review the fluency level in addition to DOTS and explained that test results from all time in NC schools is available by clicking on a student name. Austin discussed the need to look at small group instruction and to “data dig” deeper than what is in the report.</p> <p>Waples reviewed a classroom report and discussed the methods she uses (meetings with teachers, classroom walk-throughs, visits to classrooms, etc.) to meet the goal of moving students forward and the need to “be about the business of teaching/learning every single day.” She discussed the fact that she places ownership on every teacher in order to have a solid, whole school, K-5 team and holds them all equally accountable for growth. She also discussed the need to push students and not teaching to low expectations.</p>

	<p>Waples stated that as principal, she “owns” the scores in her building and she is very strategic in working with her teachers, explaining that everything they do every day matters and the need to have a sense of urgency.</p> <p>Austin discussed using calendars to keep assessment on track. She also discussed the resources available through mClass and the need for principals to ensure teachers are using the resources and a calendar.</p> <p>Davenport encouraged principals to notify her if Title I resources were needed.</p> <p>Dr. Sanders commented that if schools have resources that never make it to students it does not help. (She shared an example of having a library of leveled-readers that never got to students.)</p> <p>Dr. Cartner discussed the need for people to have the proper equipment to do a job. He shared that he had promised teachers the district would not do any new initiatives this year and he finds himself in a unique situation in that there are resources that have been available for the past 2 ½ years that are not being utilized (example Canvas) and folks need to use the resources available to improve students. These items are not new initiatives, but they are resources that have not been used completely and effectively.</p>
Canvas	<p>Worrell shared information on the use of Canvas at ECMS and how it can be used for staff, students and parents. He explained that it is a tool that can be used to hold all your stuff (think of it as a garage). He shared the following examples of ways to use Canvas:</p> <ul style="list-style-type: none"> <li>• Teachers can upload information to give students and parents 24 hour access to lessons, links, videos, etc. –teachers can upload Learning Focused lesson plans</li> <li>• conduct book studies</li> <li>• “Best Practices” hub</li> <li>• Administrative page (ex. post attendance date)</li> <li>• SpeedGrader</li> <li>• Student pages</li> <li>• Parent App (excellent communication tool to allow parents to see what is going on in class and access to teachers)</li> <li>• Integrates seamlessly with Google and PowerSchool</li> </ul> <p>Worrell encouraged the use of Canvas and volunteered to help or “loan” staff to help with getting it up and running for those interested.</p> <p>Godfrey shared that additional Canvas training is scheduled for the October meeting and a representative will be attending to discuss using Canvas in schools to work on personalized instruction.</p>

<p>Grade Level &amp; Standards Activity</p>	<p>Dr. Sanders discussed grade level standards and the Program Services Team led an activity using information found during classroom walkthroughs by the Program Services Team. The point of the activity was to make sure principals are able to identify grade level work and appropriate standards for each grade level.</p> <p>Dr. Sanders emphasized the need for the standard &amp; activity to match and for the main idea of the standard to be addressed. She shared that frequently that is not happening.</p> <p>She reported that classrooms were visited three weeks in a row and in some classrooms students were doing work below grade level on each visit. She discussed the need for principals to give honest feedback to teachers on the standards/activities.</p>
<p>Successfully Implementing LFS</p>	<p>Dr. Sanders discussed patterns and trends seen during classrooms walkthroughs with Learning Focused representatives. She discussed the need for everyone to be on the same team and the impact that folks not on the team can have on a school.</p> <p>She reminded principals that Central Services and Learning Focused walkthroughs are not an attempt to “get” anyone, they are done to help get everyone on the team. She commented that the manner in which principals respond to issues/concerns noted and share that information with staff is important.</p> <p>Dr. Sanders shared examples of bulletin boards seen during the recent walkthrough and the need for teachers to post relevant, updated information.</p> <p>She reminded principals that their school is a direction reflection of their leadership. She indicated that what is happening in classrooms is a direct reflection of her and she was upset about the recent classroom walkthroughs and to learn what is “not” being taught. She commented on the need to set expectations for every teacher to teach every student on grade level every day.</p> <p>Dr. Sanders asked principals to reflect on the culture of their building and the need to have critical conversations to change the culture in some buildings. She shared that at one district meeting; every teacher from one school watched the reactions of one or two of the other teachers to see how to respond/participate in conversation and that should not happen.</p> <p>Dr. Sanders stated she wants principals to know she is on their team and Program Services is here to provide support. She indicated that she understands how precious time is for principals so she does not send a lot of emails, but if they need her they should not hesitate to call or email.</p> <p>Dr. Sanders provided clarification/comments on:</p> <ul style="list-style-type: none"> <li>• The LF Lesson Plan Template (folks are spending more time on formatting than on content included, it</li> </ul>

	<p>should be used as a purposeful process of planning – if you ask a group of teachers what they know about good teaching the qualities they list are all qualities of LF)</p> <ul style="list-style-type: none"> <li>• LF lesson plans are not designed to be daily lesson plans</li> <li>• Walkthroughs and Comments shared by Shannon Thompson (instructional coaches are support for teachers and should be the “go to” person for help; accountability lies with the principals)</li> <li>• Exceptional Children will be onboard with Learning Focused – lesson plans will not look exactly like regular ed, but the goal is to use grade level standards, speak the same “language” and put strategies in place that can be used in the regular classroom, ExCh lesson plans should deliver the same message as regular ed plans.</li> </ul> <p>Dr. Sanders discussed the fact that everyone in the district should be working together to provide what is right for children. She asked principals to let Central Services and the Program Services Team help. She discussed teacher frustration and indicated that many times it is due to simple miscommunication.</p> <p>Learning Focused implementation is being done in a three year rollout for ECPPS. Year 1 was for planning – there are resources built in to bring new teachers up to speed. The district is now in Year 2 and there should be more higher order thinking skills evident in lesson plans.</p> <p>Dr. Sanders shared and discussed a handout on purposeful planning (typical schools / exemplary schools). The LF lesson plan is asking how you will teach the standard and meet the students’ needs, impact learning and assess what is happening.</p> <p>Dr. Sanders cautioned against sending teachers to see what is happening in other buildings without a specific purpose (ex. to see a science teacher’s vocabulary strategies; to see a teacher that does a great job connecting with males, etc.)</p> <p>Dr. Sanders discussed the choice made to implement Learning Focused in the district and the opportunities provided to principals and staff prior to the choice. She indicated that teachers model the behavior of the school leader. She recommended that moving forward all teachers should be provided with information regarding school patterns and strategies to improve. She stressed the need to create a sense of urgency.</p>
Tech In 10	<p>Godfrey shared that her goal for media coordinators is for them to be the superheroes of buildings to provide support in any way they can.</p> <p>Godfrey provided information on the new feature “Team Drive” in Google. She shared a short video and discussed ways to use Team Drive.</p>
Speak Up/Project	<p>Godfrey shared information on Speak Up/Project Tomorrow Surveys which will be open October 16-January</p>

<p>Tomorrow Survey</p>	<p>19. She will work with school on planning the rollout of the surveys. She provided the following link for more information: <a href="http://www.tomorrow.org/speakup/">http://www.tomorrow.org/speakup/</a></p>
<p>Testing &amp; ESSA Updates</p>	<p>Hawkins provided an updated testing calendar.</p> <p>Hawkins reviewed ESSA Updates. She shared that the State plan was submitted on 9.18.17 and they will receive notification within 120 days as to whether it was approved or not.</p> <p>The new federal plan requires some changes for schools and districts. Hawkins discussed proposed changes regarding:</p> <ul style="list-style-type: none"> <li>• sub-groups for testing (moves from 40 to 30)</li> <li>• cohort graduation rate changes related regarding EL students</li> <li>• Disciplinary actions regarding not meeting 95% participation rate requirement for testing</li> <li>• 8<sup>th</sup> grade students taking Math I (no longer will have to take Grade 8 Math EOG)</li> <li>• ESSA Accountability Model/Long-Term Goals (each school will be expected to improve by same percentage as state regardless of starting point)</li> <li>• Performance Grades (will implement subgroup letter grades – ELA/Reading/Math for elementary &amp; middle schools – AIG will not be considered a subgroup)</li> <li>• New titles for low performing (Comprehensive Support and Improvement – CSI Low Performing)</li> <li>• Targeted support</li> </ul>
<p>Supt. Update</p>	<p>Dr. Cartner reminded everyone that the ESSA Plan was submitted by folks at DPI and submitted for Federal Approval, however the NC General Assembly may take action to change items in the submitted plan (ex. subgroup number could be lower than 30).</p> <p>Dr. Cartner reiterated that Canvas and Learning Focused are things that need to be done.</p> <p>He spoke to the district’s low performing status and indicated no one has time for comments such as, “I don’t want to do this;” “I am a good teacher just let me do what I do best;” or other pettiness any longer. He informed principals it was their job to grow the teachers in their building and not to “protect” them. He discussed conversations that need to happen to create a sense of urgency.</p> <p>He challenged principals to do an honest assessment of their staff and ask themselves if teachers believe they can succeed.</p> <p>Dr. Cartner discussed leadership and authority. He encouraged everyone to listen when Dr. Sanders, Mr. Lassiter or PST members make suggestions or give directive as none of them would do intentional harm but are trying to help. He stated that folks do not always have to agree, but do need to listen and take appropriate</p>

	<p>action.</p> <p>Dr. Cartner asked if administrators were “apologetic” leaders – he asked if they approach staff with comments like: “I apologize that we have to do this.” He indicated leadership is not about being apologetic.</p> <p>Dr. Cartner encouraged administrators to think about the information received today and how they will share the information with staff. He reminded them that they should not say “Central Office said” or “Dr. Cartner said” as that is not leadership. He reminded them of the need to focus on instruction.</p> <p>Dr. Cartner closed with a story of two cousins (Ethan &amp; Liam) that climbed a tree and as Ethan got on a limb and Liam was close behind him, a storm came. Ethan’s father told him to “hold on” and Liam’s mother told him “don’t let go.” As the storm came, Liam fell to the ground. The mother asked Ethan’s father why his child made it through the storm and hers did not, and he responded that it was simple – she told her child to not let go and he told his son to hold on. The difference is that when you give a negative direction the brain has to stop and figure it out and in the split second it took Liam to figure it out he fell. Dr. Cartner encouraged principals to give positive direction so staff will not have to stop and figure it out.</p>
<p>Last Word &amp; Pass The Bell</p>	<p>Fonville passed the bell to Mickey Drew.</p>
<p>Adjournment</p>	<p>The meeting adjourned at 12:32 p.m.</p>