Meeting Minutes

Present: Dillon 3 – Martha Heyward Marion- Cheryl Warren Marlboro- Dannie Blair Evaluation Group- Felix Blumhardt Winthrop University- Mark Mitchell, Mary Chandler, Dale Goff, Kathi Gibson, Tara Comer Union – Kristi Woodall
Not present: Chester, Cherokee, Dillon 4, Fairfield, Research Associates, CERRA, & SCASA

I. Welcome by Mark Mitchell
II. Approval of the minutes of the March 17, 2015 meeting
   MOTION made by Cheryl Warren and Mary Chandler to approve the meeting minutes from March 17, 2015.
III. Amendment and approval of the agenda
   MOTION made by all to approve the agenda for the April 21, 2015 meeting.
IV. Opening Business
   • Update on Data Collection – Felix Blumhardt
     ▪ An email was sent out to principals that are mentored by NetLEAD on Friday, April 17th to request the completion of the NetLEAD Principal Survey. Please encourage principals to complete the survey by May 1st.
     ▪ The interim APR is due May 29, 2015. This data is important to complete the APR.
     ▪ If you have any questions about the survey or data collection, please contact Felix at felix@evaluationgroup.com.
   • School Climate Update – Mark Mitchell
     • PBIS
       ▪ This summer, PBIS trainings will be held in Marion and Chester.
       ▪ Please contact Tara Comer at comert@winthrop.edu if schools in your district are interested in participating in PBIS training this summer.
     • Olweus
V. Corps of Mentors Update

- Kannapolis PLC Visit – Dale Goff
  - On March 25th, the Corps of Mentors visited Shady Brook Elementary School, a nationally recognized PLC school. All staff are trained and committed to the PLC process.
  - Main ideas gathered from the visit:
    - Collaborative learning teams
      Teachers learn and grow together to improve student learning.
    - 90 minute weekly collaboration
      Use out of the box scheduling for planning time.
    - Focus on improved student learning
      Evidence is shown in data walls, team dialogue, interventions, and review of work.
    - Data-driven: analyze common assessments and district benchmarks
    - Administrator as Lead Learner
      Principal is an active learner.

- Update on Schools
  - Chester Middle School – Dale Goff
    - Chester Middle School is reviewing the text levels for its 700+ students. They are also offering one-on-one tutoring.
  - Cherokee County Schools – Dale Goff
    - Using leveled text; this is very important.
  - Marlboro County Schools – Kathi Gibson
    - Clio School is participating in professional development cluster meetings looking at better ways to present instruction to students. The principal and leadership team is supportive and they are having great results.

VI. Professional Learning Communities and Test Scores – Clay Vinyard, Principal of Grant High School - Oklahoma City Public Schools

- Background
  - Grant High School was a non-performing school and often referred to as a drop-out factory. There was a culture where failure was normal.
  - In 2010-2011, the school began a new grant funded PLC initiative and they have had great success.
  - At the beginning of the initiative, the school staff was replaced. Most of the teachers that were there prior to the initiative are no longer there.
  - Now the culture has changed and student achievement and test scores have dramatically improved.

- Turn-Over Issue
  - The PLC process demands a lot of work and the expectations are high. With this, the turnover rate of teachers has been quite high (anywhere from 33%-46%).
  - The reasons for the turnover vary, but include work ethic, not a match for the culture of the school, and the low pay for teachers in OK.
- **Most important Component of the PLC**
  - See shared document.
  - Know the expectations, have task lists, and hold accountable.
  - The process should be outline step-by-step. The teacher should know what is expected and what to teach.

- **What is the biggest pushback from teams?**
  - The PLC process works and now that the school has been actively doing the work for five years, the teams see the success.
  - At the beginning, the biggest pushback from teams was the work required. Teachers need to know the standards and what to teach.

- **When do your PLCs meet?**
  - PLCs meet every day. The day is made up of seven periods. Five of those teachers teach, one is for planning, and the other is PLC collaborative time.

- **How difficult was it to get the leadership team to have a standard for monitoring PLCs?**
  - A lot of time has been spent to go over the PLC framework. Solution Tree is coming in to train APs in identifying engaged learning and walk-throughs.
  - The leadership team members are not supervisors, but are facilitators. Leaders and teams must learn to hold others accountable.
  - A principal oversees every core area.

- **SMART Goals**
  - Teachers write SMART goals every year. The teacher will use data to create them and the goal should increase each year.
  - This may be tied to teacher evaluation.

- **The Data from Grant High School**
  - Since the grant began five years ago, Grant High School’s test scores have improved considerably.
  - A culture of success is a product of the effort of each individual.
  - The data gathered drives the goals for next year.

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- **Are there cross curricular PLCs? How does this fit into the schedule?**
  - The instructional team meets three days a week and two days a week the PLC meets to discuss students and interventions.
VII. Other
   a. A poll will be sent out to see what date works best for the GMT meeting for May 2015. The next GMT Meeting is tentatively scheduled for Tuesday, May 19, 2015 at Winthrop University, Polly Ford Conference Room.

VIII. Adjourn