

EDENTON-CHOWAN BOARD OF EDUCATION RETREAT
Monday, February 15, 2010, 9:00 am
D.F. Walker Elementary School

MINUTES

The Edenton –Chowan Board of Education met in a retreat session on Monday, February 15, 2010, 9:00 am, D.F. Walker Elementary School with the following members present: Chairman Ricky Browder, John Guard, Gil Burroughs, Jean Bunch, Win Dale, Kay Wright, and Gene Jordan. Others present were: Superintendent Allan Smith, Michelle Maddox, Stacy Leggett, Jamie Gillespie, Todd Korbusieski, Emma Berry, and Harriet Sawyer.

The meeting was called to order by Chairman Ricky Browder. The invocation was given by Ricky Browder.

John A. Holmes High School Principal, Jamie Gillespie and Assistant Principal Todd Korbusieski provided the current status at the high school and plans for the future which included curriculum and instruction, discipline, 9th grade transition, scheduling, organizational issues, communications with parents, and school climate.

Test Scores

- English I EOC
 - Growth from last year in the percent passed on the regular test from 60.4% to 63.2%; after the re-test, 76.4% (total growth of 16%)
- Algebra I EOC (only one section)
 - Loss from last year in the percent passed on the regular test from 54.7% to 22.2%; after the re-test, 44.4% (total loss of 10.3%)
- Geometry EOC
 - Growth from last year in the percent passed on the regular test from 62.3% to 83.9%; after the re-test, 85.7% (total growth of 23.4%)
- Algebra II EOC
 - Growth from last year in the percent passed on the regular test from 89.1% to 97.3%; after the re-test, 98.6% (total growth of 9.5%)
- Biology EOC
 - Growth from last year in percent passed on the regular test from 44.5% to 53.9%; after the re-test, 62.7% (total growth of 18.2%)
- Physical Science EOC
 - Loss from last year in percent passed on the regular test from 68.5% to 53.9%; after the re-test, 70.6% (total growth of 2.1%)
- Civics and Economics EOC
 - Growth from last year in percent passed on the regular test from 44.5% to 53.1%; after the re-test, 55.2% (total growth of 10.7%)
- U.S. History EOC

- Growth from last year in percent passed on the regular test from 73.2% to 75.7%; after the re-test, 82.4% (total growth of 9.2%)
- All EOCs
 - Growth over last year in percent passed on the regular test from 59.7% last year to 65.1% this year; after the re-test, 73.4% (total growth of 13.7%)
- AP Biology – 9.5% passed (NC = 50%)
- AP Calculus – 0% passed (NC = 51%)
- AP English Literature – 18.8% passed (NC = 59%)
- AP English Language – 65.2% passed (NC = 62%)
- AP US Government – 21.4% passed (NC = 61%)
- AP US History – 84.6% passed (NC = 57%)
- Other AP – 100% passed
- Total 2009 – 32.5% passed (NC = 59%)
- SAT
 - 08-09 verbal average=455 (NC=495)
 - 08-09 math average=479 (NC=511)
 - 08-09 writing average=440 (NC=480)
 - 08-09 verbal and math average=934 (NC=1006)
 - 08-09 percent of seniors tested=52% (NC=63%)

Discipline

Most common offenses:

- Dress Code Violations
- Disrespect towards school personnel
- Tardies
- Skipping class/school
- Leaving campus without permission
- Tobacco use (students initially assigned to Alternative to Suspension program)
- A system of discipline should consider the following principles:
 - The development of an individual's integrity and self worth.
 - Discipline should develop socially acceptable behavior.
 - The action should be in the best interest of the student and the best interest of the school.
 - The action must be fair and reasonable.

Out of School suspensions, suspensions for fighting, and detention hall offenses have dropped over the past 5 years. The high school would like to continue to address the discipline by offering PBS training for the entire staff, an analysis of how to better use the consequences available, a continuum of consequences, a behavior counselor for severely and/or chronically misbehaving students, and an off-site alternative program. Alternative Education is designed to meet the needs of at-risk students who are not

succeeding in the traditional setting. There are many models, types and settings for alternative schools.

Special Programs

- The high school currently serves 85 students in our Exceptional Children program (11% of total population).
- There are 67 students working with Life Coaches.
- The high school has served/are serving 9 students in our alternative program this year.
- There are currently 6 students in the Gateway to College program at COA.
- The high school provides credit recovery programs both during the school day and after school.
- The high school currently serves 4 students in our ESL program.

Curriculum and Instruction

- In 2009-10, the staff taught 111 different courses at JAHHS.
- The students accessed 36 different courses via NCVPS, UNCG, and COA on line this year.
- At COA, students took 6 different courses face to face this year.
- Algebra I, part 1 enrollment 09-10=171
07-08=131; 06- 07=79
- Partnership with the Gribskov Gymnasium in Helsingør, Denmark
 - Through the Center for International Understanding
 - Collaborative instructional activities allowing our students to learn about another culture directly from students and teachers who live there
 - Develops our students' understanding of the interconnectedness of the economy, the environment, the intellectual world, and the artistic world
- Remediation programs in reading and math
 - On the Eng. I EOC this fall, 13 students (13%) demonstrated below-grade-level reading skills
- Vertical alignment of curricula, K-12
- More training, ongoing, for AP teachers
- Checks of how well aligned we are to the Standard Course of Study
- Expansion and improvement of our common assessments
- More technology available for instruction and for students to use
- Post-graduate survey 5 years after graduation

Facilities

- John A. Holmes High School was built in 1950 making the main building almost 60 years old; other buildings were added as needs arose.
- Numerous renovations were completed in the last 12 years including a new roof, a new gym floor, classroom and bathroom renovations in the main building and

armory, new windows in the back of the building, science lab renovations, the addition of huts, Hicks field, and wireless internet access

- The last SACS/NSSE review applauded us for ongoing renovations but recommended building a new facility.
- The renovated facilities create pride among students, staff, and the community (new bathrooms = less graffiti)
- What impression do our facilities give to our local school community and visitors?

Facility Needs

- The locker rooms need to be remodeled. These are basically non-functional, the showers and toilets are old and outdated, and they give a poor impression to visiting teams in our conference.
- Expanded handicapped access is needed at the main entrance to the building.
- An elevator is needed to the 2nd floor (both for handicapped access and for injured students).
- A larger and more functional nurse's office is needed.
- A larger and more functional SRO office is needed.
- An expanded administrative office area is needed.
- Renovations are needed on the front façade, with new windows.
- Classroom renovations are needed.
- Student security systems for after school hours (gates or teacher only access door and lock systems) are needed.
- Additional classroom space is needed to eliminate the huts and modular classrooms.
- Additional computer lab space is needed upstairs; increased access to technology will improve classroom outcomes.
- The addition of 2 new science laboratories is needed; access to inquiry based science instruction will improve classroom outcomes.
- Need to repaint or replace current lockers.

School Climate

- The high school's vision is to make the learning environment at JAHHS more effective by assuring that members of the Holmes family (students, staff, parents, and community) feel they are an important and valued part of our school. All need to have a say in the decision making process and feel their opinions are heard and considered.
- Drops in stakeholders Comfort level at school on the yearly Community Building survey from 07-08 school year to 08-09 school year
 - Parents 82.5% to 81.7%
 - Students 65.8% to 53.7%
 - Staff 70.7% to 61.3%
- Both Parents and Students felt they had less involvement in school decisions from the 07-08 to 08-09 school year

- Parents 71% to 64.5%
- Students 55% to 41.5%
- Staff felt they had more involvement
Staff 67.3% to 70.25%
- Relationships and General Satisfaction saw drops among all stakeholders from the 07-08 to 08-09 school year
 - Staff 83.8% to 80.2%
 - Parents 71.1% to 63%
 - Students 77% to 67.7%

School Climate Initiatives

- Student and Staff Recognition
 - Ace of Hearts - compassion
 - Ace of Spades – hard work
 - Ace of Diamonds - improvement
 - Ace of Clubs - involvement
- Additional student recognition
 - Royal Flush
 - Rotary Student of the Month
 - Senior of the Week in Chowan Herald
 - Academic student awards
 - Athletic student awards
 - Extracurricular student awards
 - Scholarship Night
- Increase Student Government Association involvement in school activities (Freshmen orientation)
- Increase Sunshine Committee activity
- Increase student involvement in daily school activities
- Renew school traditions such as holding a Homecoming parade, student vs. faculty ball games

Needs for the High School

- A 9th-grade transition program that will support 9th graders all year long
- A modified schedule to allow tutoring during the school day
- Improved facilities

Activity Day

- Designed to increase student participation in school clubs and extracurricular activities
- 20 minutes per week on a 4-week rotating schedule
- Students have the opportunity to be in up to 3 different clubs without having to worry about transportation.

Is Activity Day working?

- Teacher survey done at the end of 1st semester, 09-10 school year
82% of teachers did not feel activity day was effective

Activity Day Scenarios

- Scenario 1 – Leave Activity Day as is
- Scenario 2 – Move all club activities to either before or after school
- Scenario 3 – Modify existing Activity Day to make it more effective

Best Practices committee is investigating this

Schedules

- Students take 4 courses per semester for a total of 8 each school year
- Classes are 90 minutes long 5 days a week for approximately 18 weeks
- Affords students the opportunity to earn 32 credits in high school (28 credits are needed for graduation); students can graduate early
- Increases elective or college courses a student can take while in high school; acts as a safety net for some students
- Classes move quickly; fewer instructional minutes

- Traditional – students take 6-7 classes per day for the entire school year; lowers the number of courses students can take over their high school careers; no early graduation; more instructional minutes
- Modified Block – students are in a block schedule but have alternate days so courses run for a full year; still take 8 classes; many Freshmen Academy programs operate this way
- Block/Traditional Mix – some courses are year-long while others are semester-long block classes
- Research demonstrates no difference in student achievement between a traditional schedule and a block schedule, except in the case of AP test scores. AP courses that are taught in a block schedule in which the course only runs one semester show lower student achievement.

Vision for the future

- All JAHHS's students graduate in 4 years
- SAT/ACT scores for JAHHS's students above the state average; 85% of our seniors take the SAT/ACT
- 85% of graduates enrolled in 2-year or 4-year colleges immediately after graduation
- 15% of graduates employed or in the military immediately after graduation

How will we get there?

- Improve 9th graders reading and math skills
- Increase our counseling program to include more college information and preparation, including campus visits, particularly in the 9th and 10th grades

- Build on partnership with Gribskov Gymnasium to create student exchanges and travel abroad opportunities

2010-2011 BUDGET

The Board of Education discussed projected revenues, establishment of budget priorities, and preparation of anticipated cost estimates to present to the County Commission finance committee on February 25th.

Dr. Smith presented an overview of the local budget development process the 2010-2011 budget. The County Commission will be creating their 2010-2011 budget earlier this year and asked the Board to present anticipated cost estimates to them nearly two months early so they can develop a county budget by May and final approval of their budget by June 7, 2010.

Dr. Smith presented a series of budget options for the Board to review. The board reviewed requests in personnel, non personnel, adjustments to other revenue sources, and Capital Outlay. The board discussed each budget request. The board felt that the priority personnel items should include the mandated increases in the State Health Insurance and the State Retirement System, the restoration of the salary reductions to personnel, to reduce and eliminate allocation from reserves to balance budget, and how to meet the decreases in local fines and forfeitures. The Board would like to request from the county commission a \$200,000 appropriation for capital outlay. The high school applied for an energy grant for the replacement of the windows. The board discussed the need for additional renovations in the classrooms if the grant is approved and the costs of those renovations.

The board identified three items as priority needs for developing the 2010-2011 budget: (1) meet the mandated increase in State Health Insurance and increase in the State Retirement System; (2) restoration of salary reductions to school employees; and (3) the revenue adjustments. **(Attachment #1)**

There being no further business, the meeting was adjourned.

Respectfully submitted,

Ricky Browder, Chairman

Allan T. Smith, Secretary