

**EDENTON-CHOWAN BOARD OF EDUCATION RETREAT**  
**Monday, January 23, 2012, 9:00 am**  
**Central Office Conference Room**

**MINUTES**

The Edenton-Chowan Board of Education met for their retreat on Monday, January 23, 2012, 9:00 am, Central Office Conference room with the following members present: Chairman Gene Jordan, John Guard, Gil Burroughs, Jean Bunch, Kay Wright, and Gene Jordan. Others present were: Superintendent Allan Smith, Stacy Leggett, Jamie Gillespie, Nelle Hyatt, Michelle Maddox, Becky Bunch, and Harriet Sawyer.

The meeting was called to order by Chairman Ricky Browder.

**Curricular Changes for John A. Holmes High School.** The Board reviewed options for the changes in curriculum that is mandated for all students across the state. Beginning with the 2012-2013 school year with the implementation of the Common Core/Essential Standards there will be changes in reading, math, science, and U.S. History for all students. The standards identify the knowledge and skills students should have throughout their K-12 education to ensure that students graduating from high school are prepared to go to college or enter the workforce.

The Board reviewed the impact for the high school of recent state and federal actions with common core, vertical alignment, new graduation requirements, and College and Career Ready, Huskins, and ACT.

**Common Core**

The Common Core Standards focus on English language arts and mathematics. The goal of the Common Core is to provide a clear and focused progression of learning from Kindergarten to graduation for students. The ten anchor standards outlines what students should understand and be able to do at the end of each grade. Rigor is also added through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

**Six Shifts in Language Arts**

- Balancing Informational and Literary Texts (K-5)
- Building Knowledge in the Disciplines (6-12)
- Staircase of Text Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

## **Language Arts Strands**

### Reading

High quality contemporary works and seminal U.S. documents, classics of American literature, and dramas of Shakespeare

Wide & deep reading

Evaluate intricate arguments

Grapple with complex texts

### Writing

Argumentative, informative/explanatory, and narratives

Text-based responses

### Speaking and Listening

Rich, structured conversations around important content

Compare, contrast, analyze, synthesize

### Language

Conventions

Language choices for meaning and style

Vocabulary acquisition and usage

All 3 are imbedded in reading, writing, and speaking/listening

## **Six Shifts in Mathematics**

Focus

Coherence

Fluency

Deep Understanding

Applications

Dual Intensity

High School Standards in Common Core are organized into strands, North Carolina organized the standards into Math I, II, and III, Schools may call these courses Algebra I, Geometry, and Algebra II OR Integrated Math I, II, and III

### High School Strands

Number and Quantity

Algebra

Functions

Modeling

Geometry

Statistics and Probability

### **Integrated approach example**

- Geometry, Algebra, and Statistics are blended together
- Skills are connected instead of isolated

- A problem might require students to use geometry to create a graph, statistics to describe data, and algebra solve for an unknown

### **Traditional approach example**

- Each chapter has a separate Algebra connection
- Each lesson is an isolated skill

## **Essential Standards**

Essential Standards focus is in Science and Social Studies.

### Science

K-12 Sequence & Vertical Alignment

Physical Science

Life Science

Earth Science

### Social Studies

K-12 Sequence & Vertical Alignment

K: Social Studies (Citizenship & Responsibility)

1: Social Studies (Culture & Diversity)

2: Social Studies (Interdependence & Global Economics)

3: Social Studies (Geography & Environmental Literacy)

4: Social Studies (North Carolina History & Geography Pre-Colonial through Reconstruction)

5: Social Studies (U.S. History Pre-Colonial through Reconstruction)

6: World History through Exploration

7: World History from Age of Exploration to the Present

8: North Carolina & U.S. History (Revolution to Present)

### High School Courses

World History

Civics & Economics

U.S. History I

U.S. History II

## **High School Graduation Requirements**

The Board reviewed the graduation requirements for students. The requirements differ depending on when a student enters ninth grade.

## **College and Career Promise**

College & Career Promise provides three pathways to help advance eligible students' post high school success:

College Transfer – Earn tuition-free course credits toward a four-year degree through North Carolina's community colleges. Students who complete a 44-hour

credit program will be able to transfer all of their credit to all UNC institutions and many of NC's Independent Colleges and Universities.

Technical Career – Earn tuition-free course credits at an NC Community College toward an entry-level job credential, certificate or diploma in a technical career.

Innovative High Schools (limited availability) – Begin earning tuition-free college credits as a high-school freshman by attending a Cooperative Innovative High School.

The pathways available to John A. Holmes students are the College Transfer and Technical Career.

## **ACT**

Many four-year colleges and universities accept ACT scores in place of or addition to SAT scores as indicators of student performance.

All 11<sup>th</sup> grade students in North Carolina must take the ACT. This year, it will be given on March 6.

The make-up test date is March 20.

The ACT test assesses high school students' general educational development and their ability to complete college-level work.

The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.

The Writing Test measures skill in planning and writing a short essay. These are writing skills emphasized in high school English classes and in entry-level college composition courses.

Scores may be used for college admission requirements.

Stacy Leggett and Jamie Gillespie presented proposed initiatives and options for the new high school and accountability model.

The focus will be increased rigor in all grades.

Math:

More students in Algebra I at 8<sup>th</sup> grade,  
Integrated/Investigative Math,  
Golden Leaf STEM grant for resources & Professional Development

Science:

Earth Environmental at 8<sup>th</sup> & Physical Science at 9<sup>th</sup>.

Earth Environmental & Physical Science at 9<sup>th</sup>,  
Separate tracks,  
Move Earth Environmental to end of sequence

U.S. History:  
Requirement of a 2<sup>nd</sup> unit

#### Writing:

Sonya Rinehart and Reagan Rippy presented strategies that they use in their AP courses to promote increased rigor.

- Increased SAT scores and SAT subject,
- Students are held accountable,
- Summer work provides students with foundations for class and teacher sense of where each student is in their academic growth.

Sonya and Reagan presented their ideas for areas of growth for the AP program.

- Foundation of non-content vocabulary; proper usage,
- More writing-thesis based where students take a stand and utilize fact,
- Reading: books, articles, journals, current events, etc and using discussion boards and writing to review the text versus only multiple choice components,
- Reading analysis; inferences, making connections,
- More rigor and differentiation to meet the needs of high achieving students; pushing earlier and continuous would raise the number of students enrolled as the workload and expectations would be across the board.

#### **Role of Technology and Distance Learning.**

Nelle Hyatt presented information on the Distance Learning and Early College Programs at John A. Holmes High School.

Students that participate in the Distance Learning and Early College Programs are able to have more electives available to them, courses earn college credit, able to enroll in courses not available at the high school, and students can participate in courses such as Japanese, German, Psychology, Medieval Studies, Digital Photography, and a variety of Advanced Placement courses.

To participate at College of the Albemarle students must be a Junior or Senior, have a 3.0 GPA, demonstrate college readiness on placement test, and Moodle test for all online courses. COA provides CTE courses, Culinary, Electrical and Automotive. Courses can be taken online as well as face to face with an instructor.

North Carolina Virtual Public School students must have an overall GPA of 2.0 and a GPA of 2.5 in English courses, no more than 10 absences during the previous school year. NCVPS provides online courses for students.

The high school has three facilitators that work with students taking online courses. With more students taking advantage on the Early College and Distance Learning the school system is in the process of looking at the use of time and space for these courses. One of the possibilities that the school system is considering is students taking courses off-campus. The student and parent would sign a contract and guidelines would be established for students that choose the option of working on a course away from campus. This would provide more opportunities for more students to participate in Distance Learning Program.

Another option would be to offer blended courses that would include fact to face time and online learning.

The school system is considering moving the alternative program off campus to the Boys and Girls Club. This will provide an opportunity for restructuring the program to offer options for students of various needs and look at the possibility of offering credit recovery, blended course work, and homebound course work. The estimated cost of the cost for technology for the Alternative School is approximately \$98,000.

Gil Burroughs commented that he would like to see the high school to offer an elective course in the area of recreations that would allow students to help at the recreation department as part of the course. Also, Mr. Burroughs suggested that a course in Horticulture would be another elective that we could offer at the high school. Students could get hands on experience working with local landscapers.

There being no further business, the meeting was adjourned.

Respectfully submitted,

Ricky Browder, Chairman

Allan T. Smith, Secretary