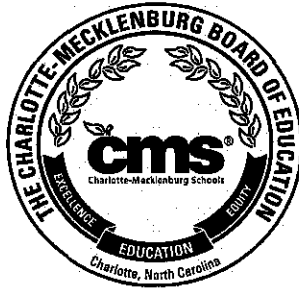


Approved by the Charlotte-
Mecklenburg Board of Education
December 8, 2015
Regular Board Meeting



Charlotte, North Carolina

October 13, 2015

**REGULAR MEETING
of the
CHARLOTTE-MECKLENBURG BOARD OF EDUCATION**

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on October 13, 2015. The meeting began at 5:05 p.m. and was held in CH-14 of the Government Center.

Present: Mary T. McCray, Chairperson, Member At-Large
Timothy S. Morgan, Vice Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Rhonda Lennon, District 1
Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Tim Morgan, seconded by Ericka Ellis-Stewart, the Board voted unanimously to go into Closed Session for the following purpose:

- **To discuss certain personnel matters.**

The motion was made pursuant to Sections 143-318.11(a)(6) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:05 p.m. until 6:10 p.m. in Room CH-14.

Chairperson McCray reconvened the Regular Board Meeting at 6:18 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large
Timothy S. Morgan, Vice Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Rhonda Lennon, District 1

Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; Members of Executive Staff; Julie Beck, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson McCray welcomed everyone to the October 13, 2015 Regular Board meeting which was held in the Meeting Chamber.

A. Adoption of Agenda

Chairperson McCray called for a motion to adopt the proposed agenda.

Upon motion by Ericka Ellis-Stewart that the Board adopt the agenda as presented, seconded by Paul Bailey, the motion passed upon unanimous voice vote of the Board.

B. Pledge of Allegiance

Chairperson McCray called upon Thelma Byers-Bailey to introduce the student to lead those present and in the viewing audience in the Pledge of Allegiance and to speak to the October character trait of *responsibility*. Ms. Byers-Bailey introduced Carol-Ann Smith who is a 12th grade student at Marie G. Davis Military & Global Leadership Academy (MGLA). Carol-Ann has been attending MGLA since 6th grade and is currently ranked 1st in her class and her twin brother is ranked 2nd. Carol-Ann Smith serves as battalion commander (the highest leadership commander in JROTC) of the Jaguar Battalion and is a Drill Team Commander, a Raider Team Captain, and an Orienteering Team Captain. Carol-Ann is a committed student who has led the school's Academic Bowl Team and Book Study Team for the last two years. Carol-Ann participates in the Model United Nations Competition, placed 1st and 3rd at the Regional Science Fair, and attended the Governor's School of North Carolina for Mathematics this past summer. Carol-Ann plans to attend the University of North Carolina at Chapel Hill as a Political Science Major and aspires to minor in Peace and Conflict Resolutions and Middle East Studies. Carol-Ann demonstrates leadership in the classroom and the community. She is an Executive Board Member of the Steele Creek YMCA Leaders Club, mentors students and encourages them to be involved in the community, and helps students to develop leadership skills. Carol-Ann is an equestrian competitor in English Riding and takes pride in hard work and excellence in every activity she pursues. In addition to her extensive community involvement, she finds joy in her service to other people. Attending the meeting with Carol-Ann were her parents, Jason and Crystal Smith, and siblings, Christian and Caleb Smith. Carol-Ann invited everyone to stand and join her in reciting the Pledge of Allegiance. Following the Pledge of Allegiance, Carol-Ann provided comments on the importance of responsibility. Responsibility is to be answerable or accountable for something within one's power, management, or control. Responsibility can be demonstrated in many different ways. We each must be responsible to ourselves (be honest and do what is right), to

others (respect them for who they are and keep promises made) and to the future (make it better than the world that we know and educate upcoming generations).

Board Recognition:

Rhonda Lennon highlighted October was *Breast Cancer Awareness Month* and she urged everyone to get annual exams and mammograms because early detection is important. Ms. Lennon said after her annual mammogram last year she was diagnosed with Stage 0 breast cancer and following surgery she is successfully cured. Ms. Lennon asked the Board members, staff, and meeting participants to wear pink at the next Board meeting on October 27, 2015 in honor of *Breast Cancer Awareness Month*. Chairperson McCray gave a shout out to Dail Willis and wished her well in her endeavors.

Board Announcement:

Chairperson McCray reported the Board of Education encourages participation of community members in decision making processes through Board approved groups and advisory committees. The Board will have vacancies on the following committees:

1. Library Board of Trustees to serve a four-year term beginning January 1, 2016 and ending December 31, 2019.
2. One appointment to the Charlotte Mecklenburg Planning Commission to serve a partial term ending June 30, 2016 due to the resignation of a current appointment.

The application form for both appointments will be available on the Board of Education Website (www.cms.k12.nc.us/BOE) beginning Monday, October 19, 2015. Applications will be accepted through Monday, November 2, 2015 at 5:00 p.m. Interested individuals may contact the Board Services Office at 980-343-5139 for additional information or to request an application by fax or mail. The Board will appoint individuals at the December 8, 2015 Regular Board meeting.

II. REQUESTS FROM THE PUBLIC

Chairperson McCray reported the Public Requests section is an opportunity to hear from the public and she provided an overview of the protocol for public speakers. Each speaker will have three minutes to address the Board on any topic of their choosing but personal and individual matters should not be addressed in this forum. CMS employees and their families should not be addressed in the comments and the use of inappropriate language should not be used. The Board reserves the right to cut off any speaker who violates these rules.

Five speakers discussed the successes of Collinswood Language Academy, the importance of Magnet programs, the disadvantages of the overcrowding issues at Collinswood, and asked the Board to invest in Collinswood now by expanding the Magnet program and renovating the school to accommodate the number of students. Collinswood is a national model for achievement, diversity, and closing the gap.

- Ivonne Lago.
- Julie Crawford.
- Rebecca Kuchera, co-president of the PTA at Collinswood Language Academy.
- Julian Codrington, student at Collinswood Language Academy.
- Alexandra Pasola, student at Collinswood Language Academy.

Four speakers urged the Board to keep the Superintendent Search process open and to choose the right unifying person as the new superintendent. CMS needs a capable person who can do right for all children. They asked the Board to follow a fair and valid process for selecting the superintendent, to use an independent firm, and to put all candidates through the process.

- Collette Forrest, CMS parent.
- Sharon Shreve, parent of students at West Mecklenburg High School, addressed concern about the leadership of the west side learning community.
- Waddell Brunson, CMS parent and pastor.
- Antawuan Scholfield.

Three speakers asked the Board to honor their request for a boundary reassignment for the Closeburn and Conservatory neighborhoods due to traffic and safety issues. Closeburn is a small area between Tyvola and Park Road and Conservatory is close to South Park. They asked the Board to assign them to Selwyn Elementary, Alexander Graham Middle, and Myers Park High School instead of Beverly Woods Elementary, Carmel Middle, and South Mecklenburg High School.

- Leslie Mueller.
- Jeff Smith.
- Meg Santanna.

Tigress McDaniel, CMS parent, addressed concern regarding CMS policy and limited scope of 504 requirements. Her son has acid reflux and his accommodations are not being met which is impacting his learning environment. CMS must address all the learning, dietary, and health needs of their students. Her son has a physiological disorder that should qualify for a 504 Plan.

Bernel Berry represented One Love which is an organization interested in volunteering their time to help children with reading, education, behavior responsibility, and help to stay on track to graduation.

Sridhar Parepalli asked the Board to grant them a neighborhood bus pick-up for the children who attend Piedmont IB Middle School. They reside in the neighborhoods of Fountain Grove, Lexington, and Chatham and the use of shuttle stop causes parents to travel a great distance to the shuttle stop and long bus rides for the children.

Four speakers discussed the benefits of the Montessori Program and asked the Board to support a Montessori High School in CMS.

- Michael Wong.
- Chris Bishop.
- Janet Haus.
- Billie Jo Roberts.

Kim Muhich, CMS teacher at Oakdale Elementary, loves the school, students, and leadership. Ms. Muhich addressed concern that busing students across town would lessen the ability of parents to come to the school to be involved in their child's education and negatively impact a conducive learning environment.

Four speakers discussed support for the One-Meck proposal to increase diversity in CMS schools and to eliminate schools with high concentrations of poverty and wealth. Please make diversity a priority and make the CMS schools more balanced.

- Carol Sawyer.
- Katie Hughes.
- Justin Perry, CMS parent.
- Stick Richard Williams, chair of the Project L.I.F.T. Board of Directors, said he has worked with four CMS superintendents and noted that maintaining stability in CMS leadership can accomplish a great deal. He urged the Board to see the initiatives that have been launched through and then consider changes.

Kelly Cutaia, represented the Sherwood Forrest Neighborhood, and asked the Board to approve their boundary reassignment request for the 2016 school year. Granting the request will provide stability and predictability for the neighborhood and allow the children to attend the same school.

Erlene Lyde, president of Charlotte Mecklenburg Association of Educators, addressed concerns regarding the loss of teachers in CMS.

Chairperson McCray thanked the public speakers for their comments and called the Requests From The Public closed at 7:44 p.m.

Chairperson McCray recognized former Board Of Education members Senator Joyce Waddell, North Carolina Senate District 40, and Mecklenburg County Commissioner Vilma Leake who were attending the meeting.

III. CONSENT ITEMS

A. Minutes

1. Recommend approval of Closed Session minutes.
 - *August 25, 2015*
 - *September 17, 2015 (2 sets)*
2. Recommend approval of Open Session minutes.
 - *June 23, 2015 Regular Board Meeting*
 - *June 9, 2015 Regular Board Meeting*
 - *May 26, 2015 Regular Board Meeting*

B. Recommend approval of Board Member Appointments to the Bond Oversight Committee.

District 1, 2, and 6 board members named appointments to the Bond Oversight Committee to serve a three-year term beginning October 1, 2015 and ending September 30, 2018. Following are the recommended appointments for board approval.

- *Rhonda Lennon, District 1, recommended the appointment of Joel Gilland to serve a second term.*
- *Thelma Byers-Bailey, District 2, recommended the appointment of Cynthia Young to serve a second term.*
- *Paul Bailey, District 6, recommended the appointment of Kress Query to serve a first term.*

C. Recommend approval of Pavement Project at Wilson School.

The Pavement Project at Wilson Middle School was bid on September 28, 2015. Staff recommends the approval of the project to the lowest responsive bidder; L & R Construction Inc. The project is scheduled to be completed by December, 2015. All work to be performed in accordance with the

standard terms and conditions outlined in the contract. MWSBE Participation: 0%. Fiscal Implications: Local Funds - \$118,115.

D. Human Resources

1. Recommend approval of Licensed/Non-Licensed Hires, Promotions, and Selected Position Separations through October 13, 2015.

Listing of Licensed and Non-Licensed Hires, Promotions, and Separations through October 13, 2015. The report includes prior hires not processed when the report was presented at the September 22, 2015 Board of Education meeting.

- *Total Hires July 1, 2015 - June 30, 2016: 2,133 (Licensed Hires: 1,417/Non-Licensed Hires: 716).*
- *Total Promotions July 1, 2015 - June 30, 2016: 406. (Licensed Promotions: 221/Non-licensed Promotions: 185).*
- *Total Selected Positions Separations: July 1, 2015 – June 30, 2016: 8.*

2. Recommend approval of 2015-2016 Employee Salary Increases.

The General Assembly and Governor approved the 2015-16 state budget on Sept. 18, 2015 which includes all salary increases effective July 1, 2015. The Board of Education is scheduled to adopt its budget at a future board meeting. However, it is recommended that the board approve the salary increases as outlined below now so employees can receive the state approved salary increases beginning this month. Retroactive payments will also be paid out this month. Attached are the 2015-16 Teacher schedules. Approval of salary increases at this board meeting will provide salary increases as follows:

- *Teachers - Teachers and certified instructional support receive an experience step increase. Those at the 00-04 experience step have already received their increase through the continuing resolutions. Those at the 05, 10, 15, 20 and 25 steps will receive a pay increase based on the 2015-16 state teacher schedules. Local supplement percentages will remain the same for the 2015-16 school year. The general assembly did add an increase amount of 7.1 percent to pay grades 25+ for those on the Psychologist, Audiologist, and Speech Pathologist Salary schedule.*
- *School-based administrators - Principals – will receive a one-step increase on their state pay; Assistant Principals – will receive a one-step increase on their state pay. Due to changes in state legislation, principals and assistant principals without a break in service are required to make at least as much on a monthly bases as they would be paid as a classroom teacher. This means that principals and assistant principals will receive either their principal or assistant principal salary or what they would be paid on the 2015-16 state teacher schedules, whichever is greater.*
- *All employees in a permanent full or part time position will receive a one-time bonus to be paid out in December. The amount for full time employees is \$750 and part time employees will have their bonus prorated. The definition of part-time for purposes of this bonus is working at least 20 hours per week, based on a 40 hour work week. The state legislation specifically states that the "bonus shall be awarded to eligible permanent employees without regard to an employee's placement within the salary range, including employees at the top of the salary range."*

Fiscal Implications: *Budget impact to be included in the 2015-16 budget to be adopted by the Board of Education at a future meeting.*

E. Real Estate

1. Recommend approval of acquisition of approximately 8.6 acres located at corner of West Boulevard and Billy Graham Parkway from the Housing Authority of the City of Charlotte, North Carolina.

Charlotte-Mecklenburg Board of Education (CMBE) has a contract with the Housing Authority of the city of Charlotte, North Carolina to acquire an approximately 8.6 acre site. The property will

be used for a PreK-8 school which is a 2013 Bond-funded project. **Fiscal Implications:** None. Land is dedicated to CMBE for nominal consideration of \$1.00. (CMBE responsible for cost of developing the PreK-8 school project).

2. Recommend approval to grant additional utility easement to city of Charlotte for permanent and temporary areas to tie-in to existing sanitary sewer easement of the city of Charlotte.

*Staff recommends approval to grant additional utility easement to city of Charlotte for permanent and temporary areas to tie-in to existing sanitary sewer easement of the city of Charlotte. **Fiscal Implications:** Requestor (third party developer) is compensating CMS for the easement.*

3. Recommend approval to declare real property as listed as surplus. Staff can proceed with reviewing offers from third parties and continue discussions with public entities about potential use.

*List of property was reviewed initially with the Board of Education on September 22, 2015. Request is being made for this list to be declared surplus with potential for additional properties to be declared surplus after review and approval by the Board of Education. **Fiscal Implications:** There is no immediate fiscal implication. There may be revenue received by CMS after possible sale.*

<i>Properties with Surplus Area - proposed for BOE declaration on October 13, 2015</i>				
<i>Facility/School/ Property Name</i>	<i>Surplus Area Current Use</i>	<i>Street</i>	<i>Town</i>	<i>Portion of or Entire Parcel ID</i>
<i>Auxiliary Services</i>	<i>Vacant</i>	<i>3301/3401 Stafford Drive</i>	<i>Charlotte</i>	<i>06126601</i>
<i>Barringer AC</i>	<i>Vacant</i>	<i>1546 Walton Road</i>	<i>Charlotte</i>	<i>06126601</i>
<i>Croft CS</i>	<i>Vacant</i>	<i>4911 Hucks Road</i>	<i>Charlotte</i>	<i>02715318</i>
<i>Crown Point ES</i>	<i>Vacant</i>	<i>3335 Sam Newell Road</i>	<i>Matthews</i>	<i>19306204</i>
<i>Derita School - PLC at Derita</i>	<i>Vacant</i>	<i>Rumple Road</i>	<i>Charlotte</i>	<i>04736105</i>
<i>Elizabeth Lane ES</i>	<i>Vacant</i>	<i>121 Elizabeth Lane</i>	<i>Matthews</i>	<i>22703491</i>
<i>Gunn, J. H.</i>	<i>Vacant</i>	<i>7400 Harrisburg Road</i>	<i>Charlotte</i>	<i>10803114</i>
<i>Highland Creek ES</i>	<i>Vacant</i>	<i>7242 Highland Creek Parkway</i>	<i>Charlotte</i>	<i>02928109</i>
<i>Lebanon Road ES</i>	<i>Vacant</i>	<i>7800 Lebanon Road</i>	<i>Mint Hill</i>	<i>13522108</i>
<i>Mallard Creek ES</i>	<i>Vacant</i>	<i>9801 Mallard Creek Road</i>	<i>Charlotte</i>	<i>02726431</i>
<i>Mint Hill MS</i>	<i>Vacant</i>	<i>11501 Idlewild Road</i>	<i>Mint Hill</i>	<i>13532107</i>
<i>Phillip O. Berry Academy of Technology</i>	<i>Vacant</i>	<i>Alleghany Street</i>	<i>Charlotte</i>	<i>06711342</i>
<i>Piedmont MS</i>	<i>Vacant</i>	<i>1425 10th Street</i>	<i>Charlotte</i>	<i>08111423</i>
<i>Reedy Creek ES</i>	<i>Vacant</i>	<i>10801 Plaza Road Extension</i>	<i>Charlotte</i>	<i>08111423</i>
<i>Sedgefield MS</i>	<i>Vacant</i>	<i>2700 Dorchester Place</i>	<i>Charlotte</i>	<i>14708178</i>
<i>Whitewater</i>	<i>Vacant</i>	<i>Belmeade Road</i>	<i>Charlotte</i>	<i>05306112</i>

- F. Recommend approval of donation of Harding High School Memorabilia to the Charlotte Mecklenburg Library.

A collection of Harding High School memorabilia will be donated to the Charlotte Mecklenburg Library for use in a rotating display in the Mecklenburg Room. Lee Keesler, Charlotte Mecklenburg

Library Chief Executive Officer, will accept the donation on behalf of the library. Fiscal Implications: None.

Chairperson McCray called for a motion to adopt the Consent Agenda as presented.

Upon motion by Tim Morgan, that the Board adopt Consent Items A. through F. as presented, seconded by Eric Davis, and with no Board discussion the motion passed upon unanimous voice vote of the Board.

Chairperson McCray called upon Superintendent Clark to provide information regarding Consent Item F. Superintendent Clark highlighted that the Board has approved the donation of artifacts and memorabilia from Harding High School to the Charlotte Mecklenburg Library. The artifacts include forty-three items collected by the alumni at Harding University High School. Superintendent Clark thanked Earl Gullege, Class of 1963 Harding High School, for his efforts to assemble the artifacts to be officially received by the Public Library. The items will be on display on a rotating basis in the Mecklenburg Room at the Main Branch of the Public Library. Superintendent Clark recognized Earl Gulledge and Lee Keesler who were attending the meeting.

IV. ACTION ITEMS

There were no Action Items on the agenda.

V. REPORT/INFORMATION ITEMS

A Report on School Options and Magnet Study Visit; Boundaries, Student Assignment

Correlation to Board of Education Vision, Mission, and Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernible difference between the achievement levels of students by race, gender or economic level.

Correlation to Theory of Action for Change: Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven.

Chairperson McCray called upon Ann Clark to introduce the report on School Options and Magnet Study Visit; Boundaries, Student Assignment. Superintendent Clark said the report is a first step to begin community engagement and conversation with the Board about CMS options for Magnet Programs, School Choice, and Career and Technical Education Programs. This is the beginning of a twelve-month plan and a higher level three-year plan in response to the CMS Magnet Study Visit and recommendations by Magnet Schools of America. At the July 28, 2015 Regular Board meeting the Board was presented information about the Magnet Study Visit and the resulting recommendations for CMS by Magnet Schools of America. Superintendent Clark called upon Akeshia Craven-Howell, Assistant Superintendent, School Options, Innovation & Design; Natasha Thompson, Director Magnet Programs; and Scott McCully, Executive Director Student Placement and Planning, to present recommendations for potential new Magnet Programs, Choice Option Programs, and Career and Technical Education Programs.

Akeshia Craven-Howell and Natasha Thompson provided an overview of the Magnet Study Visit, recommendations by Magnet Schools of America, and proposed CMS recommendations as a result of the Magnet Study Visit. The report also provided proposed investments for new school options beginning fall 2016.

- Magnet Study Visit:
 - The Magnet Study was completed in partnership with Magnet Schools of America (MSA). CMS made the intentional decision to be assessed by experts in magnets as a theory, strategy, and in specific themes.
 - Thirty-eight CMS schools were visited.
 - Community Engagement involved focus groups and surveys to families and the community.
 - Data and Document Review included several years of magnet school performance in CMS.
 - Magnet Working Committee is comprised of principals and school based coordinators of magnet schools.
 - *Strategic Plan 2018* School Choice Task Force that informed the current strategic plan was re-engaged to provide input.
- Magnet Study Visit Framing Questions: The CMS recommendations follow three questions.
 1. Are CMS magnet schools promoting achievement?
 2. Are CMS magnet schools promoting diversity?
 3. Are CMS magnet schools “magnetic” (i.e., invitational, attractive to families)?
- MSA National Magnet School Standards is comprised of five pillars that expand ten standards within the five pillars:
 - Pillar 1: Diversity:
 - Standard 1: Student Recruitment & Selection.
 - Standard 2: Diversity & Equity.
 - Pillar 2: Innovative Curriculum and Professional Development:
 - Standard 3: Theme and Curriculum Fidelity.
 - Standard 4: Professional Development.
 - Pillar 3: Academic Excellence:
 - Standard 5: Instructional Fidelity.
 - Standard 6: Student Achievement.
 - Pillar 4: High Quality Instructional Systems:
 - Standard 7: Leadership.
 - Standard 8: Magnet & District Relations.
 - Pillar 5: Family & Community Partnerships:
 - Standard 9: Community Engagement, Partnerships.
 - Standard 10: Family Engagement, Communication.
- MSA Findings & Recommendations:
 - 1. Are Magnet Schools Promoting Achievement?**
 - Standards: Standard 4: Professional Development, Standard 5: Instructional Fidelity, Standard 6: Student Achievement, and Standard 8: Magnet & District Relations.
 - Findings:
 - CMS has established significant pathways for students to pursue magnet themes.
 - Unique, theme-based training has been provided for some, though not all, faculty. CMS needs to further commit to implement strong, sustainable professional learning that is tailored to each magnet theme and drives student achievement.
 - While, in aggregate, student achievement has improved over time, achievement gaps exist and partial magnet programs, in particular, have inequitable outcomes.
 - Selection of students based on academic criteria precludes many students from the opportunity to enroll in a theme-based school that may be of interest to them.

- Nationally the historical purpose of magnet schools are to prevent racial isolation and eliminate pockets of underperforming schools but the purpose within CMS is unclear.
- ❖ **CMS Staff Recommendations – Are Magnet Schools Promoting Achievement?**
 - Recommendation 1: Ensure all faculty have professional learning opportunities related to the theory, research and practice of their school’s theme.
 - Create tailored, theme-based professional development plans for each magnet theme and each school within a theme.
 - Align professional development needs and offerings with existing efforts from Office of Academics and the Office of School Performance.
 - Recommendation 2: Coordinate best practice sharing that links theme-based instruction and experiences to student achievement.
 - Facilitate opportunities for magnet colleagues and curriculum specialists to collaborate and plan both within a given school and across schools within a theme.
 - Recommendation 3: Ensure all partial magnet schools provide school-wide access to theme-based instruction, curriculum and student experiences.
 - Support principals and faculty of partial magnet schools to achieve school-wide theme integration

2. Are Magnet Schools Promoting Diversity?

- Standards: Standard 1: Student Recruitment & Selection, Standard 2: Diversity & Equity, and Standard 8: Magnet & District Relations.
- Findings:
 - Most marketing efforts are centralized with few school-based marketing efforts.
 - Exceptional Children and English Language Learners are underrepresented and underserved in magnet schools.
 - CMS’ lottery system is clear and transparent but additional theme-specific entry criteria may limit access; families express confusion related to navigating differing school-based entry, continuation, and wait list processes at individual schools.
 - Most CMS magnet schools do not reflect the diversity of the district and community.
 - School choice is within transportation boundaries and may not allow equitable access for all; the Grey Transportation Zone especially may impede CMS’ diversity goals.
 - Transportation is inconsistent across magnet schools.

❖ **CMS Staff Recommendations – Are Magnet Schools Promoting Diversity?**

- Recommendation 1: Clarify the purpose of magnet schools.
 - Collaborate with the Board of Education to determine role (e.g., promote diversity, provide choice, increase equitable access) magnet schools best play in student assignment.
 - Align policies and practices to stated purpose of magnet schools.
 - Broadly communicate magnet purpose to internal and external audiences.
- Recommendation 2: Implement targeted marketing campaigns for underserved populations and for undersubscribed schools.
 - Partner with CMS Family and Community Engagement, Office of Communications.
 - Develop marketing materials and events that highlight offerings and opportunities at undersubscribed magnet schools.

- Support program enhancements at undersubscribed schools.
- Recommendation 3: Eliminate shuttle stop transportation for magnet schools and provide common stops beginning in the 2016-17 school year. Magnet Schools of America found that the shuttle stop transportation did limit opportunities for some families to attend magnet programs and may be a contributing factor to the lack of diversity at magnet schools.
 - *Requires Board approval at the November 2015 meeting given budget implications for the 2016-17 school year.*

Superintendent Clark said staff's recommendation to the Board of Education is to eliminate all shuttle stops beginning with the 2016-2017 school year. To move forward with this recommendation will require a Board vote at the November 10, 2015 Regular Board meeting because it will have budget implications ahead of the normal budget process. The recommendation is to eliminate all shuttle stops to create equal opportunity across Mecklenburg County for all students to attend a particular magnet school. At this point, staff does not have an absolute cost for the recommendation because it will depend upon the number of students who may make changes to their current magnet assignment, students who select new magnets, and students who are currently attending a home school and chooses a magnet for next year. Staff anticipates an estimated cost of \$6 million to totally eliminate shuttle stops in CMS and the costs include unknown variables. Fuel costs are reducing and CMS will be adding magnet programs which may reduce the length of bus rides for certain students. Superintendent Clark will provide the Board details of the recommendation to eliminate shuttle stops and the fiscal implications prior to the November 10, 2015 Regular Board meeting. Approving this item at the November 10th Board meeting will allow CMS time to notify parents prior to the Choice Magnet Fair January 2016.

- Recommendation 4: Review all theme-specific entry and continuation criteria.
 - Promote entry and continuation criteria that align to what research and data suggest students should know and be able to demonstrate for success in a program of study.
 - Eliminate requirements that create barriers to entry and increase complexity when navigating options.
 - Move toward fewer entry and continuation requirements across magnet programs by the fall 2017 school year.
- Recommendation 5: As part of the comprehensive student assignment review, assess current transportation zones for equitable access to magnet options.

3. Are CMS Magnet Schools Magnetic?

- Standards: Standard 3: Curriculum & Theme Fidelity, Standard 4: Professional Development, Standard 7: Leadership, Standard 8: Magnet & District Relations, Standard 9: Community Engagement and Partnerships, and Standard 10: Family Engagement and Communication.
- Findings:
 - CMS has some partnerships with community organizations, but broader and more concerted efforts are needed.
 - Despite CMS efforts, many families are unaware of the range of available options.
 - Differences in the level of interest for certain schools is less correlated with the quality of the program than it is with the perception of the school and demography of the neighborhood.

- Parents believe that the magnet schools are keeping students in the district, and that they serve an important purpose within the community.
- Parents often apply to magnet schools to “replace” something they perceive as a less appealing option.
- ❖ **CMS Staff Recommendations – Are CMS Magnet Schools Magnetic?**
 - Recommendation 1: Ensure consistency of instruction, curriculum and student experiences across theme-alike schools within and across Transportation Zones with an initial focus on International Baccalaureate (IB) and Learning Immersion Talent Development (LITD).
 - Continue partnering with Advanced Studies to develop short- and long-term strategies to ensure high and equitable outcomes across all IB and LITD offerings with CMS.
 - Continue engaging LITD principals regarding program design, instructional strategies, student interventions and supports with a focus on 3rd through 5th grade.
 - Recommendation 2: Develop a set of standards and associated indicators of success for each magnet theme and maintain a dashboard for each magnet school to inform program success and target support needs.
 - Leverage existing standards from local and national organizations.
 - Engage families, communities and school-based faculty to inform additional indicators.
 - Recommendation 3: Increase engagement with community groups and parent associations:
 - Implement theme-based centralized Advisory Councils comprised of families, community members, and post-secondary and industry partners to inform the growth and sustainability of each magnet theme.
- Next Steps in Response to the Magnet Study Visit:
 - Continued Engagement:
 - Magnet Working Committee.
 - School-based parent organizations and theme-based advisory groups.
 - Alignment within CMS (e.g., Advanced Studies, learning communities, etc.).
 - Board of Education.
 - Develop project plans to execute recommendations:
 - Detailed 12-month plan.
 - Higher level 3-year plan.
 - Articulated outcomes, milestones and timelines.
- Timeline for Fall 2016 School Options:

Ongoing:	Broad community engagement and input to inform staff’s best thinking.
October 13, 2015	Share early and best thinking with Board
October 13 – October 27, 2015	Ongoing community engagement in response to October 13 th Board meeting
October 27, 2015	Interim report during Board meeting if needed; community feedback during Board meeting
October 28 – November 9, 2015	Targeted community follow up as needed to shape final recommendations to the board
November 10, 2015	Board vote on 2016-2017 recommendations

- Proposed New School Options for the Fall 2016:
 - Billingsville Elementary Partial Magnet:
 - Theme: Community engagement to date surfaced interest in several themes: Discovery/Expeditionary Learning, Technology and Global Citizenship, and Readers & Writers Workshop. Community engagement efforts in the Blue Transportation zone are ongoing.
 - Cost Implications: Anticipate few, if any, facilities updates. Programmatic costs to be determined by theme.
 - Description: Billingsville will become a partial magnet school with a school-wide theme. Offer 30 magnet seats per grade level, beginning with K-2 grades. Magnet seats are open to students via the lottery with transportation provided for students in the Blue Transportation Zone. Magnet continuation will be determined based on theme.
 - Next Steps: Continue engaging the Billingsville community and communities within the Blue Transportation Zone to narrow towards a specific theme. To ensure a thorough engagement process, this recommendation may not be put forth for the 2016-2017 school year.
 - High School World Language Continuation:
 - Recommendation: Shift the high school World Language continuation for the Violet and Grey transportation zones to North Mecklenburg High School from West Mecklenburg High School.
 - Description: Offer up to 50 seats per grade level for the Language Continuation Magnet. Shift continuation for current 8th graders in magnet language schools. Allow current 9th – 11th grade students (81 students) in the World Language Magnet at West Mecklenburg the option to transition to North Mecklenburg for 2016-2017. Transportation to West Mecklenburg for the World Language Magnet will be provided for the 2016-17 school year only. This will be a compliment to the existing IB Program at North Mecklenburg and free space at West Mecklenburg High School to invest in Career and Technical Education options.
 - Next Steps: Invite all current magnet Language Immersion and Dual-Language families in the Grey and Violet transportation zones to a community meeting at North Mecklenburg High School on Monday, October 26, 2015 at 6:00 p.m.
 - Harding Institute of Technology:
 - Recommendation: Offer Carpentry, Automotive, and Design & Fabrication programs at Harding, a county-wide partial magnet school, leveraging available facilities at Phillip O. Berry Academy of Technology.
 - Description: Offer the opportunity to rising 9th and 10th grade students to apply for one of three career pathway programs at Harding. All freshmen enter a general “Academy of Technology” and determine program of study for 10th – 12th grade years by the end of 9th grade. Students will be Harding students and take their Career and Technical Education (CTE) courses on the Phillip O. Berry campus.
 - Resource Considerations: Up-fit of CTE lab space at Phillip O. Berry, funded by Mecklenburg County. Equipment for CTE labs, curriculum, teaching positions – funded by CTE.
 - Next Steps: Engage Harding and Phillip O. Berry leadership teams, community, and students.

- Marie G. Davis - Academy of Service and Protection:
 - Recommendation: In addition to existing programs at Marie G. Davis, offer three new programs of service and protection study: Law Enforcement and Protection, Fire and Emergency Management, and Emergency Medical Technician and Paramedic in partnership with the Police and Fire departments.
 - Description: Begin with 9th and 10th grade class during 2016-1720 school year. Marie G. Davis remains a county-wide magnet program.
 - Resource Considerations: Year 1 – moderate up fits to lower campus classrooms. Year 2 – capital investment of less than \$20,000 for pad and open shelter to house a fire truck.
 - Next Steps: Engage Marie G. Davis SLT on Thursday, October 29, 2015 at 3:00 p.m.
- Longer-Term Investments in Options:
 - Ongoing: Maximize space at magnet schools to offer additional seats in the lottery.
 - 2017-2018 School Year: Paw Creek Elementary – partial magnet, STEM, to feed Coulwood Middle STEM. Violet Zone, K-8 Language Immersion – tentative, pending site identification.
 - 2018-2019 School Year: Albemarle Road Pre-K-8 Relief – partial magnet, dual language, bond funded. Middle College @ CPCC, Harper – full launch; anticipate dedicated space available. Middle College @ CPCC, Merancas – tentative, pending dedicated space available.
 - 2020-2021 School Year: Blue Zone STEAM K-8 – partial magnet, STEAM, Bond funded.
 - School Year, TBD: Uptown Early College, Business focus – tentative; pending college partner, space. Secondary Montessori (grades 7-12) (current barriers are facility and location). Blue Zone Magnet High School (STEM and/or IB). Blue/Green Zones Magnet (Visual and Performing Arts). Traditional Middle School Continuation for Myers Park and Elizabeth Traditional elementary schools.

Superintendent Clark reported at the December 8, 2015 Regular Board meeting the Board will be provided a report on Capital and Facility Needs and that will be followed by staff's final recommendations in February 2016. The recommendations may include facility options involving movement of schools from existing sites to another location and the use of vacated schools as swing space.

- Investments in Neighborhood Schools - College and Career Focused High Schools:
 - Link high school instruction and postsecondary pursuits by investing in specific Career and Technical Education (CTE) programs of study that integrate high school and postsecondary curriculums with employer-based training.
 - Each CTE program of study is articulated to industry certifications, 2-year and 4-year degrees.
 - Students begin earning industry and postsecondary credentials while still in high school via CTE and dual-enrollment courses with CPCC.
 - Employer-based training occurs along a 9th – 12th grade continuum, beginning with awareness and taking a student through application in a work-based setting.
 - Intentional focus on increasing skills (both content and non-cognitive factors) that increase college persistence and workplace success.
 - Ultimately, provide authentic opportunities for students to gain traction toward postsecondary credentials/degrees and careers while still in high school.

- Investments in Neighborhood Schools - Fall 2016 and Beyond:
 - Garinger High School: Themes to be determined pending outcome of student interest survey.
 - Harding University High School: Carpentry, Automotive, Design & Fabrication, plus 1-2 additional themes.
 - Vance High School: Engineering, Health Sciences, Business & Finance, Hospitality & Tourism.
 - West Charlotte High School: Technology, Health Sciences, Business & Entrepreneurship, Hospitality & Tourism. International Baccalaureate (explore Content Certificates and Career Certificates).
 - West Mecklenburg High School: Transportation, Distribution & Logistics, Precision & Advanced Manufacturing, Business & Entrepreneurship, Engineering (Aerospace & Aviation).
- Next Steps for Fall 2016 New Options:
 - Continued Engagement: Principals, SLTs, and school-based parent organizations. Broader community associated with each school. Post-secondary and industry partners.
 - Develop project plans specific to each school and associated programs: Alignment within CMS (e.g., Facilities, Budget, etc.). Development of programs of study. Teacher recruitment and professional development. Aligned partnerships.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members Jones, Byers-Bailey, Lennon, Ellis-Stewart, Tate, Morgan, and McCray thanked staff for the report, asked questions, and provided comments. Superintendent Clark and staff provided responses.

- Dr. Jones commended staff for the recommendations to invest in neighborhood schools and college and career focused high schools. The Magnet Study provided CMS an outline of what is not happening in magnet programs and now CMS can begin to develop, market, and implement learning models that offer diversity, choice, reduction of hyper-concentrations of behavioral problems, and competition for charter and private schools. In an effort to ensure consistency throughout the district it is important that CMS implement magnet programs with fidelity and the leadership at the school are properly trained in the magnet themes.
- Paul Bailey addressed concern that the Grey Transportation Zone stretches from one end of the county to the other and he hopes CMS can provide those students better options. Ms. Craven-Howell said the transportation zones and school options will be addressed in the Comprehensive Review of the Student Assignment Plan.
- Thelma Byers-Bailey said Career and Technical Education (CTE) Programs at Olympic High School have been successful and she hopes that success will be duplicated in the proposals for CTE programs. Ms. Craven-Howell said CTE programs are aligned to high demand/growth area jobs and CMS has engagement with industry and post-secondary partnerships which is the formula for successful CTE programs and that will be replicated and expanded at other CMS schools.
- Rhonda Lennon expressed concern about the size of the Grey Transportation Zone and urged CMS to make magnet schools better and transportation zones logical. Ms. Lennon said she has always advocated for CTE programs because they serve as a pathway to secondary education, a higher paying job, and lifestyle changes that provide students greater opportunities. Ms. Lennon commended Superintendent Clark on her leadership in steering the CMS team in the right direction to make CMS students successful.

- Ericka Ellis-Stewart addressed concern regarding some of the results of the Magnet Study Visit: limited principal and teacher training on magnet schools; CMS magnet teachers do not consistently collaborate and share lessons; partial magnets provide inequitable outcomes for minority and low-income student achievement; limited vertical and horizontal progression between grades and course; and lack of fidelity across like-themed schools. CMS is educating many students well in spite of the noted issues. It is important CMS have a sense of urgency to ensure CMS has high standards, magnet teachers are supported with professional development, and school leadership have the education to get buy-in for the magnet programs. These elements are important for CMS to expand magnet programs. Ms. Ellis-Stewart asked questions regarding inequitable outcomes in partial magnets, purpose of magnet schools, underrepresented magnet schools, and cost implications for professional development. Superintendent Clark and Ms. Craven-Howell provided responses. Ms. Elis-Stewart said the Board decisions in 2010 to close schools disseminated the quality of the programs at Harding University High School and she hopes these recommendations will strengthen Harding. Superintendent Clark said at the next Policy Committee meeting she will provide recommendations that should be embedded in the Board's Guiding Principles which will drive the next steps for staff's recommendations on magnet programs. The recommendations will include the purpose of magnets and the points recommended by Magnet Schools of America embedded in the revised Guiding Principles.
- Tom Tate supports CMS moving forward with recommendations to strengthen magnet programs and expressed concern that CMS may not have adequate staff in the Magnet Department to accomplish the work. Superintendent Clark said it will take a renewed collaboration with the Magnet Office team of two working with the Teaching and Learning team linked to the Advanced Studies Department, Academic Programs, and Professional Development. Mr. Tate supports the recommendation to eliminate shuttle stops because that may help increase diversity in the magnet programs. Mr. Tate expressed concern about the possibility of unintended consequences for home schools and hopes the proposed recommendations for magnet schools will not divert the attention needed for the overall student assignment plan. Mr. Tate hopes CMS can move forward with recommendations to ensure everyone is on the same page. Superintendent Clark said the revised Student Assignment Plan must be linked to the revised Guiding Principles which will serve as the guardrails to navigate through the student assignment process and ensure consistency throughout the district. Revising the Guiding Principles is an important process that must involve input from the community to support the work of the Board and staff in framing the Guiding Principles.
- Eric Davis commended Superintendent Clark on her leadership and courage to bring a third party in to inspect the CMS Magnet programs and face our shortcomings which is a first step to improvement. The Magnet Study will help CMS face reality and develop steps to strengthen the areas that need improvement. Mr. Davis supports the elimination of shuttle stops because they were imposed on CMS as a result of funding cuts from the state and county during the recession. Mr. Davis said some shuttle stops serve families well and he asked staff to consider the use of common stops where existing shuttle stops are working to provide a win-win solution for everyone. Mr. Davis commended staff for ensuring the community engagement process allows families the opportunity to provide input on the programs they want in their schools because that will create ownership at the school. Mr. Davis said the expansion of the CTE programs is important and hopes the recommendations will make CTE programs accessible to more students throughout the district. Mr. Davis thanked staff for the

recommendations and hopes the final recommendations will improve and expand magnet programs. Mr. Davis said a Montessori High School, STEM K-8 school in the south, and Language Academy in the north are popular community requests and he hopes CMS can give parents the options they want for their children. Mr. Davis said CMS must improve all schools, implement strategies to be competitive with charter and private schools, and take steps to move away from the concept of home schools/neighborhood schools versus magnets and instead focus on healthy schools.

- Tim Morgan said when he joined the Board six years ago representing District 6 there was not a single magnet program in District 6. District 6 now has the Levine Middle College Program in partnership with Central Piedmont Community College. Mr. Morgan commended staff for the recommendations for the longer-term investment options and urged the Board to support the uptown early college program, Montessori High School, Magnet High Schools for STEM or IB in the Blue Zone, and the Visual and Performing Arts programs in the Blue/Green zones. Mr. Morgan urged staff to consider a Southwest School of the Arts to go with the Northwest School of the Arts and to work with the Board of County Commissioners to get these projects started as quickly as possible in order to continue the partnerships and be more competitive.
- Chairperson McCray asked staff to explain the difference between a common stop and a shuttle stop. Carol Stamper, Chief Operating Officer, said a common stop is based on the address of the residence and students are picked up in the neighborhood in which they reside and transported to and from the school. Parents transport children to a shuttle stop located at a school where they catch a bus that transports them to the magnet school and returns them to the shuttle stop. Chairperson McCray said she recently attended a conference with the National School Boards Association and many schools school districts throughout the nation are dealing with the same issues as CMS. Many school districts are focusing on Career and Technical Education programs to ensure students are prepared for a career. The schools that were most successful were those that paired schools with a private industry or business and students interned during the summer months. Chairperson McCray hopes CMS will work with the businesses in the community. Chairperson McCray discussed the importance of preparing students in middle school and urged that CMS start CTE programs in the middle school feeder schools because that will better prepare students for the 9th grade transition. Ms. Craven-Howell said CMS is working with middle school CTE teachers to create unit plans that compliment CTE curricula that provide project based opportunities for students to learn about the different career pathways available at high schools.

Scott McCully provided the Board with an overview of the annual report on Fall 2016 Student Assignment, Boundaries, and Community Boundary Requests.

- Student Assignment Review:
 - October 15, 2015: Board of Education Policy Committee meeting, Government Center.
 - October 27, 2015: Elected officials meeting with Dr. James Johnson, Friendship Missionary Baptist Church, 4:00 p.m.
 - Student Assignment Policy projected update completion:
 - Typically three Board meetings needed for approval of policy changes.
 - Time needed for plan development and public engagement.
 - Anticipate recommendations for approval by early spring 2016.
 - Plan update occurring in alignment with updates of policy, Capital Needs Assessment, and Comprehensive Magnet Review
 - Community engagement on plan changes and policy.

- Final approval by Board targeted for November 2016 for implementation in 2017-2018 school year.
- Recommendations for the 2016-2017 School Year and Beyond:
 - Berryhill/Reid Park Relief School:
 - 2013 Bond project for new Pre-K-8 relief school; fall 2017 opening.
 - Partnership with Renaissance West.
 - Best thinking: Move an area in Berryhill approximately east of I-485 Interstate; move an area in Reid Park north of West Boulevard and east of Old Steele Creek Road; and move the far south area of the Westerly Hills attendance area to the new relief school.
 - Reid Park Community Engagement:
 - Met with all school principals May 2014.
 - Met with Reid Park School Leadership Team (SLT) April 2015.
 - Met with principals and community superintendent October 2015.
 - Scheduled community meeting for October 15 and October 21, 2015.
 - Scheduled SLT meeting in November 2015.
 - Berryhill Community Engagement:
 - Held initial meeting with all school principals May 2014.
 - Met with principal and community superintendent September and October 2015.
 - Scheduled community meeting for third week in October 2015.
 - Scheduled School Leadership Team meeting for November 4, 2015.
 - Westerly Hills Community Engagement:
 - Met with all school principals May 2014.
 - Met with principals and community superintendent October 2015.
 - Scheduled School Leadership Team meeting October 19, 2015.
 - This recommendation impacts few families and staff will reach out to them individually.
 - Community Boundary Requests:
 - Requests from October 2014.
 - Requests posted to Planning Services website to increase transparency.
 - Requestor invited to planning group for presentation and feedback.
 - Planning group consists of staff from planning services, facility planning, and transportation.
- Community Boundary Requests/Applications Received for 2016-2017: Mr. McCully thanked the families for participating in this process, providing information as requested, and attending the CMS face to face meetings. The information and applications are on the CMS Website under the Planning Services Department.
 - Northlake Landing (new subdivision): This request will be lifted up for Board support for the 2016-2017 school year to correct an issue as a result of a new subdivision.

The remaining requests will be considered in the Comprehensive Student Assignment Review:

 - Montclair Neighborhood.
 - Madison Park.
 - Wynfield-MacAuley-Birkdale Neighborhood.
 - The Conservatory Neighborhood.
 - Ballantyne Meadows.
 - Cheswynk Apartments.
 - Closeburn Road.
 - Greenbriar Hills Plantation Road and Copperleaf Common Court (Enclave at Providence).

- Alexander Hall.
- Sherwood Forest (partial area).
- Next Steps:
 - October 13-October 27, 2015: Ongoing community engagement with Berryhill, Reid Park, and Westerly Hills schools' communities.
 - October 27, 2015: Provide update report to the Board, if needed; share outcome of community feedback.
 - October 28 – November 9, 2015: Additional community engagement, as needed, for plan refinements.
 - November 10, 2015: Board vote on 2016-2017 recommendations; motions provided in advance.

B. Report on Project L.I.F.T./Beacon Initiative

Correlation to Board of Education Vision, Mission & Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernible difference between the achievement levels of students by race, gender or economic level.

Correlation to Board of Education Theory of Action for Change: Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven.

Chairperson McCray called upon Ann Clark to introduce the report on Project L.I.F.T./Beacon Initiative. Superintendent Clark said going forward staff will present a joint report on Project L.I.F.T. and the Beacon Initiative to provide a combined report on the CMS turn-around efforts. In addition, CMS has two schools that are both a Project L.I.F.T. and Beacon school. The report focused on the CMS schools that continue to struggle and the plans underway to continuously improve those schools. Superintendent Clark called upon Dr. Denise Watts, Community Superintendent Project L.I.F.T. and Nancy Brightwell, Instructional Support Superintendent Beacon Initiative, to present the report. Ms. Brightwell and Dr. Watts provided the Board with a report that illuminated the collaboration of Project L.I.F.T. and the Beacon Initiative. Ms. Brightwell and Dr. Watts are working closely to create positive synergy to leverage their work to best support the two turnaround initiatives and the schools they serve. The efforts will not only support the two schools that they share but all schools under Project L.I.F.T. and the Beacon Initiative.

- Evolution and Promise of District Turnaround Initiatives in CMS:
 - High School Challenge
 - Achievement Zone
 - Strategic Staffing
 - *Project L.I.F.T.*
 - *Beacon Initiative*
- Our Promise: We will deliver on the promise that, in CMS, demography will not predict student achievement and opportunities.
- Participating Schools:
 - Project L.I.F.T: Allenbrook Elementary, *Bruns Academy Pre-K-8*, *Druid Hills Academy Pre-K-8*, Walter G. Byers Pre-K-8, Statesville Road Elementary, Ashley Park Pre-K-8, Thomasboro Pre-K-8, Ranson Middle, and West Charlotte High.
 - Beacon Initiative: Albemarle Road Elementary, Briarwood Elementary, *Bruns Academy Pre-K-8*, *Druid Hills Academy Pre-K-8*, Garinger High, Harding University High, James Martin Middle, Martin Luther King, Jr. Middle, Nations Ford Elementary, Reid Park

Academy Pre-K-8, Vance High, Westerly Hills Academy Pre-K-8, Whitewater Middle, and Winterfield Elementary.

- Project L.I.F.T. and Beacon: Similarities, Coherence and Collaboration:
 - A Partnership to Develop CMS Turnaround Model: The district strategically partnered with the University of Virginia to provide professional development to district and school leaders to design the comprehensive turnaround model.
 - Case study method of understanding change process and organizational development.
 - Key turnaround levers: leadership, instructional infrastructure, differentiated support and accountability, and talent management.
 - Transformational turnaround and sustainability through identifying high leverage focus areas that drive 90-day school improvement planning and district common expectations.
 - Key Levers:
 - Project L.I.F.T.: Talent, Time, Technology, and Engaged Community and Parents.
 - Beacon Concept Map: Strategic Planning, Assessments and Indicators, Continuous Improvement, and Processes, Systems, and Policies.
 - Common Strategies and Areas of Focus:
 - Talent: recruitment and retention of teachers and leaders.
 - Professional development.
 - University of Virginia School Turnaround Program Partnership.
 - Culture: student behavior, engagement and attendance.
 - Data driven instruction.
 - Quality teaching and learning for 21st Century competencies.
 - Literacy as the “North Star.”
 - Time: learning beyond the regular school day.
 - 90-day plans.
 - Intentionality to evaluate progress and document lessons learned.
- Measuring Progress and Documenting Lessons Learned:
 - Public Impact producing a three-year case study.
 - Dissertation captures public-private partnership development in school reform effort prior to year one implementation.
 - Research for Action, third party evaluator, provides yearly qualitative and quantitative analysis of outcomes.
 - Internal evaluation efforts and Research for Action study impact of partners.
- Measuring Beacon Progress:
 - CMS/UNCC Partnership for Initiative Evaluation: Use qualitative and quantitative evaluation methods to collect multiple formative, diagnostic and summative data points, several times throughout the course of a year. Each data point will be connected to at least one key focus area (*Talent Management/Teaching & Learning/ Culture/Time*) in order to inform the growth of the initiative. Data collected could include, but is not limited to, instructional observations, district surveys, end-of-year assessment data, growth data, graduation rates, and/or professional development outcomes.
- Conditions for School Turnaround:
 - Protect schools from overlapping/competing strategies and projects to enable a strong focus on turnaround efforts.
 - Anticipate changes in school, district and state that will distract and be agile enough to respond without minimizing strategy.

- Cultivate district-level leaders who are willing to be responsive to school needs in innovative ways.
- Build in short-term measures of success that build motivation and momentum toward longer-term goals.
- Balance press and support to ensure urgency, yet maintain a sense of advocacy to instill confidence toward meeting high performance expectations.
- Promising Practices in School Turnaround:
 - Opportunity Culture: Expanding the reach of excellent teachers.
 - Recruitment and retention of mission-aligned teachers.
 - Calendar Reform: Legislative flexibility to extend the school year.
 - Incorporation of Observation Feedback and Data Driven Instruction.
 - High School Academies to support graduation.
 - Student Culture: Implementation of No Nonsense Nurturing.
 - Focus on Turnaround Leadership Capacity:
 - Professional Development (UVA, Relay Graduate School of Education, and The New Teacher Project (TNTP)).
 - Succession Planning.
 - Co-Principal Model.
- Essential District Structures that require differentiation to support the turn-around schools:
 - Human Resources.
 - Teaching and Learning.
 - Leadership.
 - Culture.
- Resources and Information:
 - L.I.F.T. Website: www.projectliftcharlotte.org
 - Beacon Website: <http://thebeaconinitiative.weebly.com/>
 - LiveBinder: <http://www.livebinders.com/play/play?id=1579558>
- Next Steps:
 - 90-day plans drive professional development, school visits, and support.
 - Well-rounded leadership at each school - driven by principal BEI results and AP forced ranking based on competencies.
 - Measurement tool to gauge progress.
 - Real-time networking and collaboration between L.I.F.T./Beacon to inform practices.
 - Continue to differentiate the district support model related to urgent school needs.
 - L.I.F.T. is focused on sustainability plan and illuminating strategies that can be emulated district-wide.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members Jones, Byers-Bailey, Ellis-Stewart, Davis, Lennon, Bailey, and McCray asked questions and provided comments. Ms. Brightwell, Dr. Watts, and Superintendent Clark provided responses.

- Dr. Ruby Jones asked a question regarding CMS using Kelly Services as a vendor. Superintendent Clark said CMS began using Kelly Services to deal with the substitute teacher crisis. They are used by other large school districts in North Carolina and the nation and have a reputation of success.
- Thelma Byers-Bailey supports the joint presentation and the collaboration between the two initiatives because the two schools with both initiatives are in District 2. Ms. Byers-Bailey

hopes steps are in place to ensure staff at the schools with both initiatives are not overwhelmed by the workload. Ms. Brightwell said we are working together to create commonality between the two initiatives to lessen the potential of issues. We own both schools and have the same goals for the staff and students at the school.

- Ericka Ellis-Stewart likes the use of evolution to show the turn-around work in CMS and hopes the two initiatives will truly show success for CMS and the students because CMS has been trying to turn some of these schools around for decades. Superintendent Clark provided information regarding the various CMS initiatives (high school challenge, achievement zone) and the lessons learned. Many of the schools are not where we want them to be but they are showing continuous improvement. The strategies of Project L.I.F.T. and the Beacon Initiative are aligned to the strategic plan and tracking towards progress. CMS will continue to refine strategies but we have made gains since 2004. Dr. Watts said we must test the indicator for success and it cannot be one definition for all schools. The results will come but it will not happen in one day. It will be a journey to get the results we are seeking.
- Eric Davis said these are two great programs that shows the commitment by CMS and our community to address the needs of our students. Mr. Davis thanked the leadership and staff at the schools for their efforts to help these schools be successful. Mr. Davis said CMS is on the cusp of success and we must stay focused and not change our leadership mid-stream. Mr. Davis commended Superintendent Clark for sending three of our top leaders to serve at Garinger, Vance, and Harding University high schools. Staying the course will generate even more successes.
- Rhonda Lennon said to show equity in all CMS schools we must do a root cause analysis of each school to understand the issues so they can be fixed. Project L.I.F.T. is taking the time to understand the issues because each school has their own unique challenges and demographics. CMS must first understand the school to unlock the success in every school. All students (high risk, low risk, high achievers, and low achievers) must be moved forward in their academic journey. Ms. Lennon likes the concept of no nonsense nurturing. Ms. Lennon said many people say CMS is not doing anything to change the course of direction for student learning at our most high risk schools but these initiatives are transformational. It is important that CMS keep the momentum going and keep the leadership intact to keep the ship on the right track. These initiatives are changing lives in CMS.
- Paul Bailey said these initiatives are working to solve problems. Mr. Bailey recently visited Thomasboro Academy and it was a wonderful visit and students were learning in the classroom.
- Chairperson McCray asked questions regarding teacher vacancies and staffing in Beacon. Ms. Brightwell provided clarification and noted that they have worked with The New Teacher Project which has helped to shorten the application and screening process for applicants to ensure a quality candidate. They have also provided assistance in onboarding and teacher support to ensure teachers stay with our schools to reduce the turnover rates.

VI. REPORT FROM SUPERINTENDENT

Ann Clark reported on the following items:

- *Superintendent Coffee:* Please join Superintendent Clark on October 15th at Cochrane Collegiate Academy, October 20th at Winding Springs Elementary, and on October 28th at Matthews Elementary.
- *Report Cards:* The first quarter ends on October 22, 2015 and report cards will be distributed November 6, 2015.

VII. REPORTS FROM BOARD MEMBERS


- Dr. Ruby Jones addressed concern that thirty-one CMS schools do not have a media specialist and those positions were filled by a teacher assistant. It is important to preserve the media centers and encourage students to read. Literacy is the 'North Star' in CMS and media specialists are instrumental in making literacy shine.
- Paul Bailey commended Ann Clark for serving as Reverend Clark at a recent service at Saint Francis Episcopal Church in Greensboro, North Carolina.
- Thelma Byers-Bailey commended the students who performed at the recent concert held at Northwest School of the Arts which was a wonderful experience.
- Ericka Ellis-Stewart commended the parents of high school seniors and urged them to nurture their children and to work with their guidance counselors to ensure they have what is needed for college applications.
- Mary McCray commended the Board of Education for receiving a Special Achievement Award by the North Carolina School Boards Association on successful completion of the twelve-hour professional development requirement by each Board member.

ADJOURNMENT

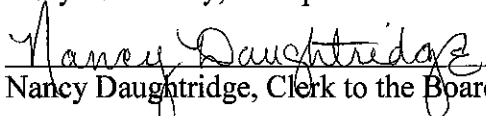
Chairperson McCray called for a motion to adjourn the Regular Board meeting.

Upon motion by Tim Morgan that the Board adjourn the meeting, seconded by Thelma Byers-Bailey, and by consensus, the Board agreed to adjourn the meeting.

The Regular Board Meeting adjourned at 10:29 p.m.



Mary T. McCray, Chairperson



Nancy Daughtridge, Clerk to the Board