

Carver Cluster Community-wide Cluster Planning Sessions Stakeholder Conversations



Welcome and Introductions

- Gayle Burnett, Facilitator
- Danielle Battle, Associate Superintendent
- Marcus Jackson and Marcene Thornton, Principal Facilitators
- Shawn Bender, Cynthia Jewell and Marvin Pryor, Presenters
- Cluster Planning Team

Why are we here today?

- Present an overview of Cluster Planning and the Charter System Application processes
- Receive feedback, to include:
 - the strengths and challenges of your cluster as they relate to your cluster's mission, vision and priorities
 - the options for the Charter System local school governance teams

Agenda

- Cluster Planning Overview
- Cluster Data, Strengths, and Concerns
- Draft Mission, Vision, and Priorities
- Charter System Overview
- Local School Governance Team Overview
- Activities throughout the evening to encourage engagement

Let's Agree To

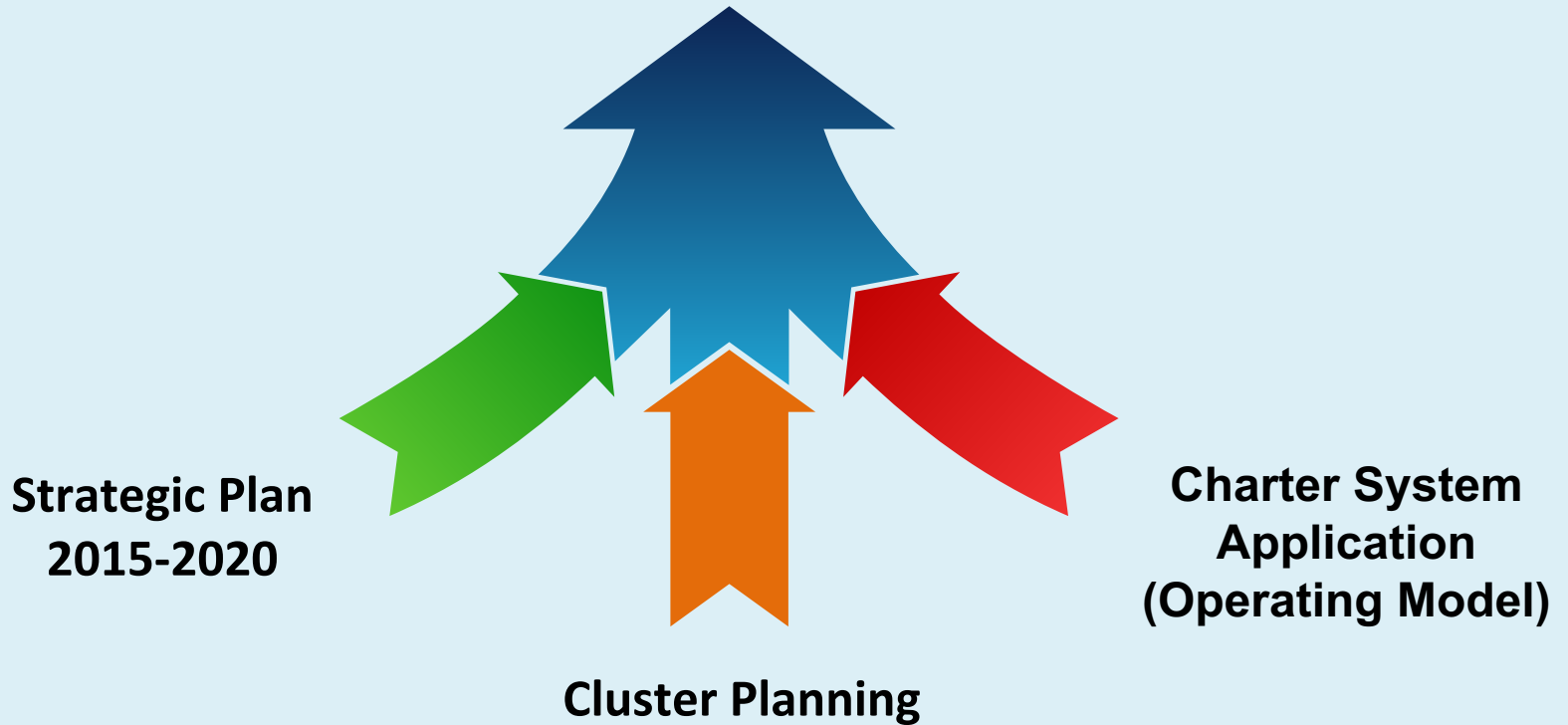
- Assume good intentions
- Listen actively
- Participate/Engage Fully
- Share the air
- Avoid jargon and acronyms
- Respect our time together and each other
- Silence cell phones

Charter System Video

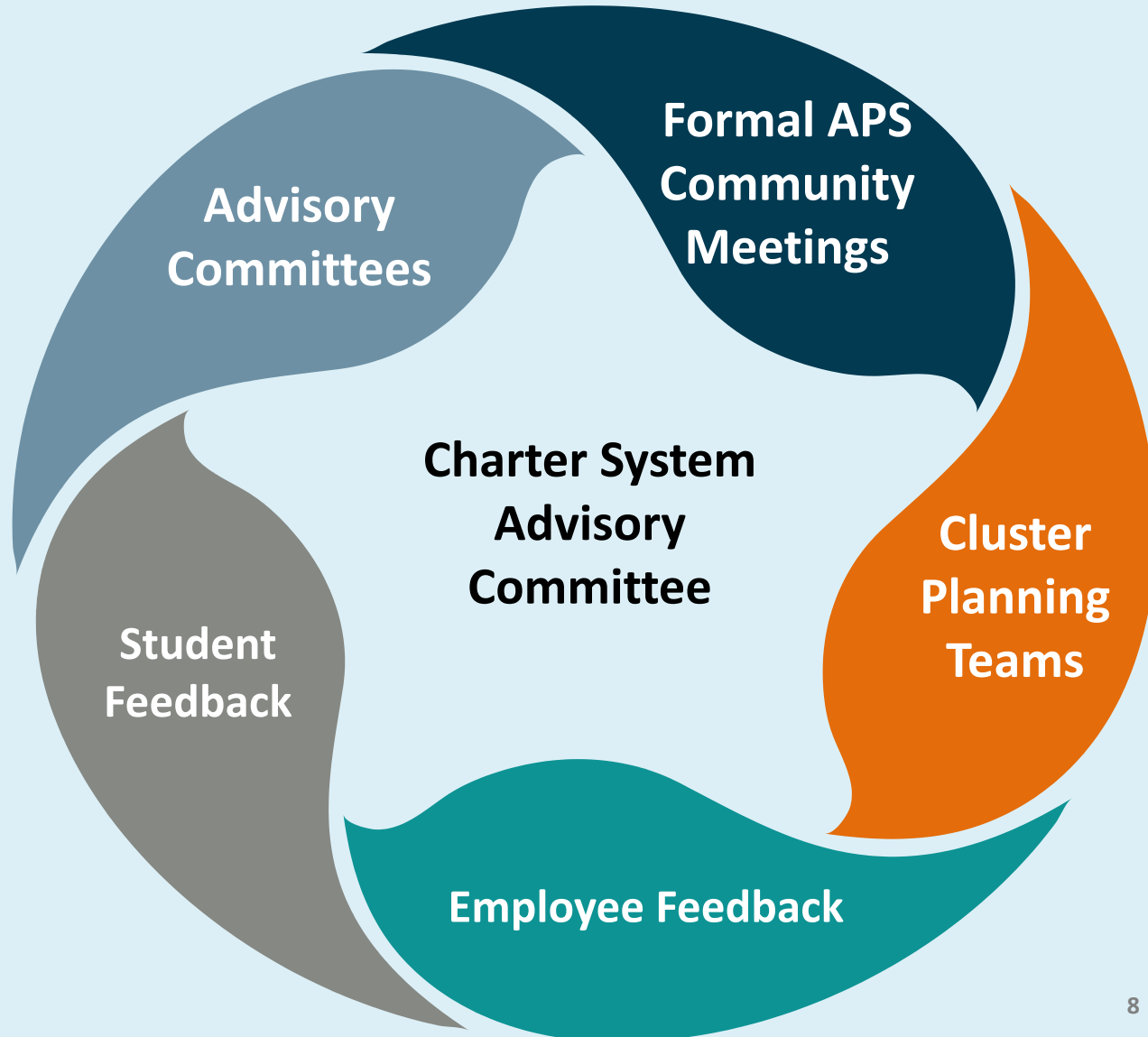
Lieutenant Governor Casey Cagle

Converging to Develop a Charter System

Atlanta Public Schools Planning Work Streams



Community Participation in the Charter System Application Development



Cluster Planning Overview

Danielle Battle
Associate Superintendent



What is Cluster Planning?

Purpose

- To build stronger schools and clusters to ensure consistent high quality academics and focused programming exists across the district

Context

- The goals of Cluster Planning are to enhance the alignment of schools within a cluster and increase the levels of flexibility and autonomy from the district-level to the cluster and school levels.
- Each cluster has a Cluster Planning Team made up of principals and community representatives.
- The cluster plan will guide the academic direction for students within each cluster.
- The cluster plans will inform the FY16 and FY17 Budget and the Charter System Application.

Who is on your Cluster Planning Team?

Principals

- Carol Evans – Finch
- Jesse Berger – Gideons
- Shawn Bender – Perkerson
- Eunice Payne – Slater
- Cynthia Jewell – Thomasville Heights
- Duane Hale - Price
- Artesza Portee – Sylvan
- Marcene Thornton – Carver Early College
- Marvin Pryor – Carver School of Arts
- Marcus Jackson – Carver School of Health Sciences & Research
- Josie Love – Carver School of Technology

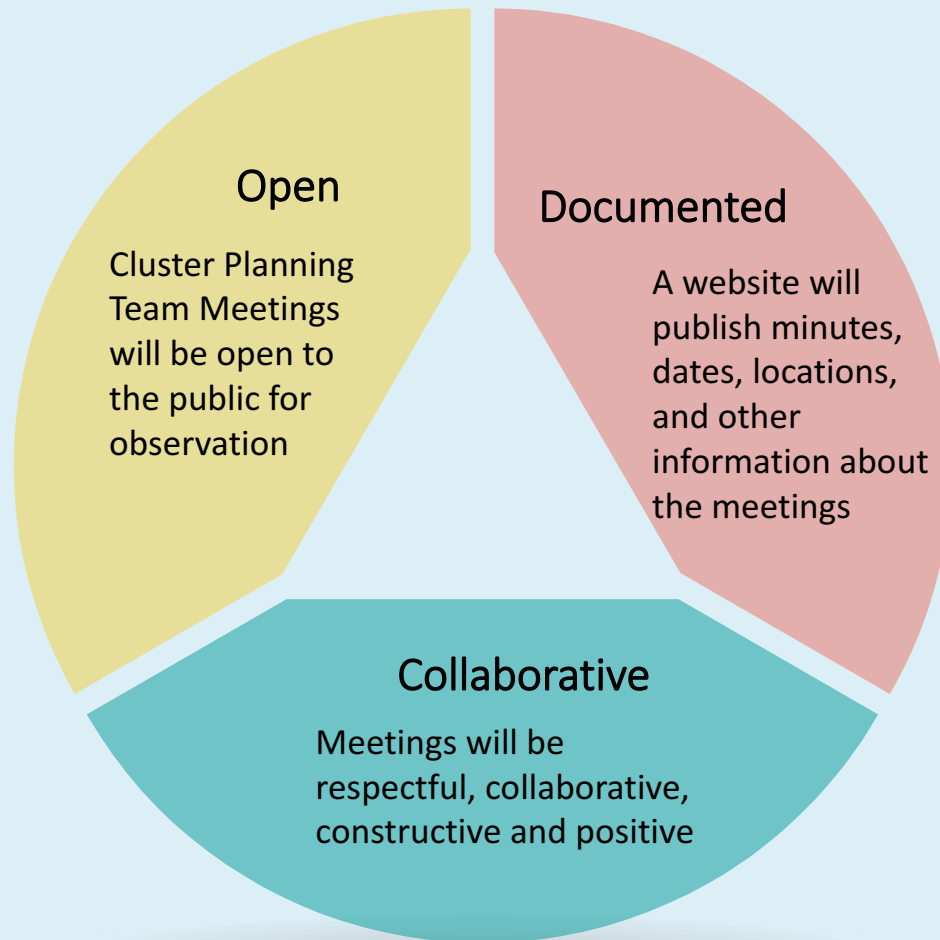
Community Representatives

- Troy Vacciana
- Allison Davis
- Eulandria Montford
- Charletta Cloud
- Pamela Statham
- Jessica Finley
- Nakesha Thurman
- Leslie Travis
- Eddie King
- Paula Green
- Thomas Gosha
- Jazzmin Evans
- Jeffrey Copeland
- JaTawn Robinson
- Gwendolyn Ferrell
- Erica Long
- Todd Mitchell
- Shari Johnson
- Tonnesha Edmond
- Angela Bolin
- Rosa Drayton
- Herbert Thomas
- Erica Miles
- Shani Wilson
- Latre Peeples
- Helen McCall

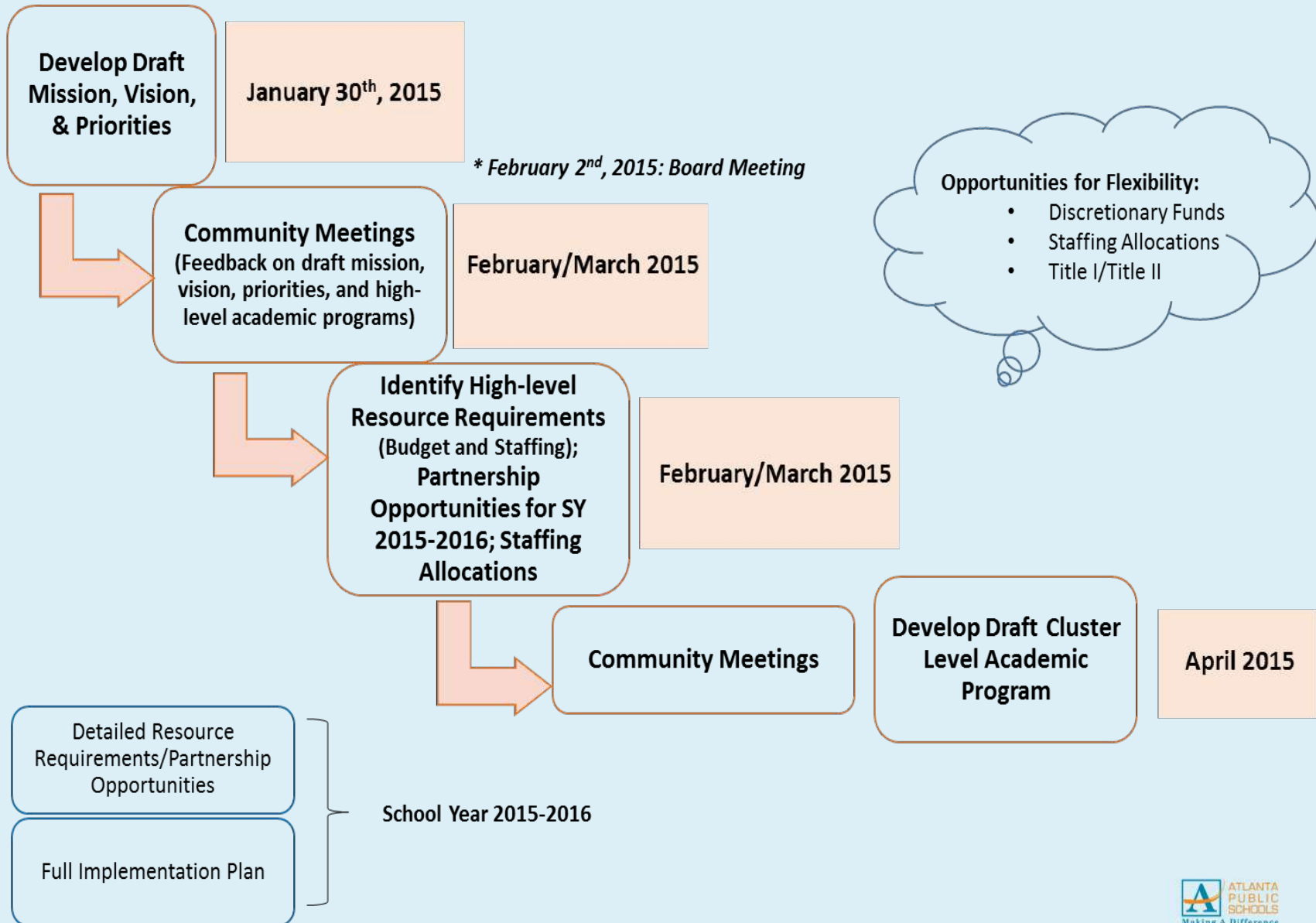
Cluster Planning Team Meetings

Cluster Planning Teams are made up of the principals from the cluster and community representatives.

Meeting Norms



Cluster Planning: Timeline



The World Cafe'

Gayle Burnett



The World Cafe'



Purpose of the World Café

- Generate input, share knowledge, stimulate innovative thinking, explore action possibilities
- Create a dense web of connections in a short period of time as threads of conversation reveal new patterns

Café Etiquette

- Focus on what matters
- Contribute your thinking
- Speak your mind and heart
- Listen to understand
- Link and connect ideas
- Listen together for insights and deeper questions
- **Play, doodle, draw** (note: each table has a piece of chart paper and markers for participants to respond to each question)

Instructions

Round 1 & 2 (15 minutes)

- Sit at a table with 5-6 other people you don't know
- Respond to **Questions 1 & 2** by discussing with your group and writing, doodling, or drawing your thoughts, ideas, and questions on the tablecloths.

Round 3 (15 minutes)

- Respond to **Questions 3 & 4** by discussing with your group and writing, doodling, or drawing your thoughts, ideas, and questions on the tablecloths.

Round 4 (5 minutes)

- Complete survey.

Question 1



What makes the Carver cluster strong?

Carver High School Cluster

Strengths

- Dual Immersion Program (Perkerson E.S.)
- Community diversity increasing
- New middle school facility
- K-12 foreign language program
- K-12 fine arts program (chorus, orchestra, band)
- Professional development opportunities at all schools
- Small schools model
- Pre-school availability
- Business partnerships with schools
- Community service opportunities
- High school connections to local colleges, universities
- Opportunities to earn college credits
- High school graduation rate higher than district rate

Concerns

- Student Academic Readiness
- Safety (vacant houses, predators, etc.)
- Need for more community support
- Year-round learning opportunities
- Need for wraparound services
- Equity in resources
- Discipline
- Early Learning opportunities
- Facilities issues (Carver, Gideons, Perkerson, Slater, Thomasville,)
- Summer math, reading and enrichment programs
- Internships for teens

Cluster Data

Shawn Bender and Cynthia Jewell
Cluster Planning Team Member



Carver Cluster Data (Census)

Family Configurations

74% of children are being raised in single parent households, compared to **47%** across the district

Education

Carver Cluster Area

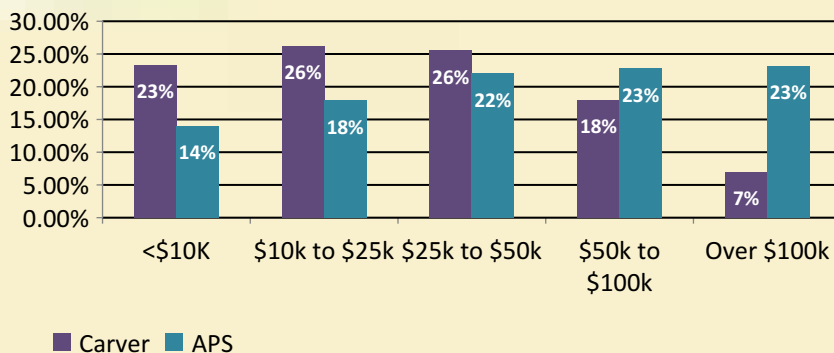
Atlanta Area



... of the adults over the age of 25 attained the education level of **high school or less**

Income

Carver Cluster:
Household Income Ranges



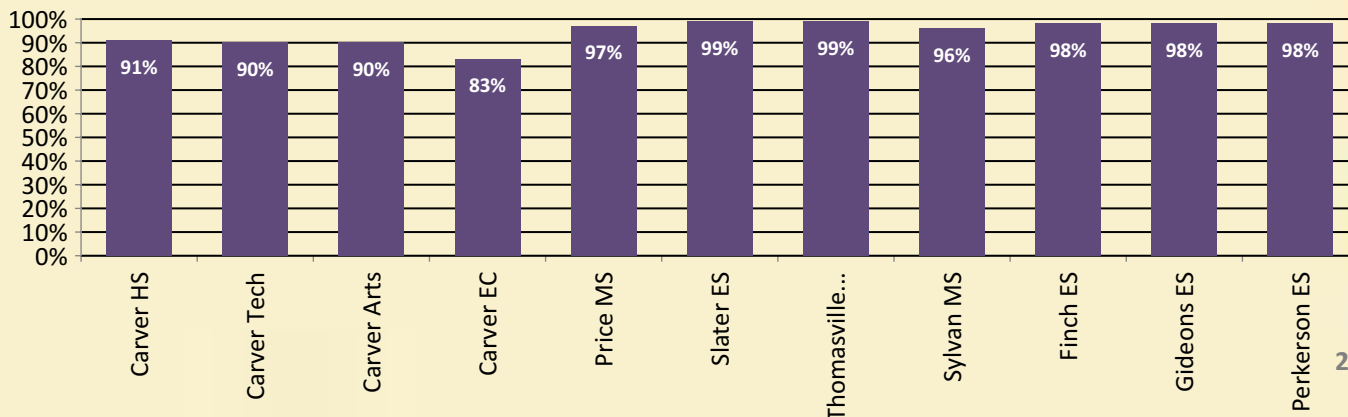
82% of single parent households earn below the poverty level

Housing



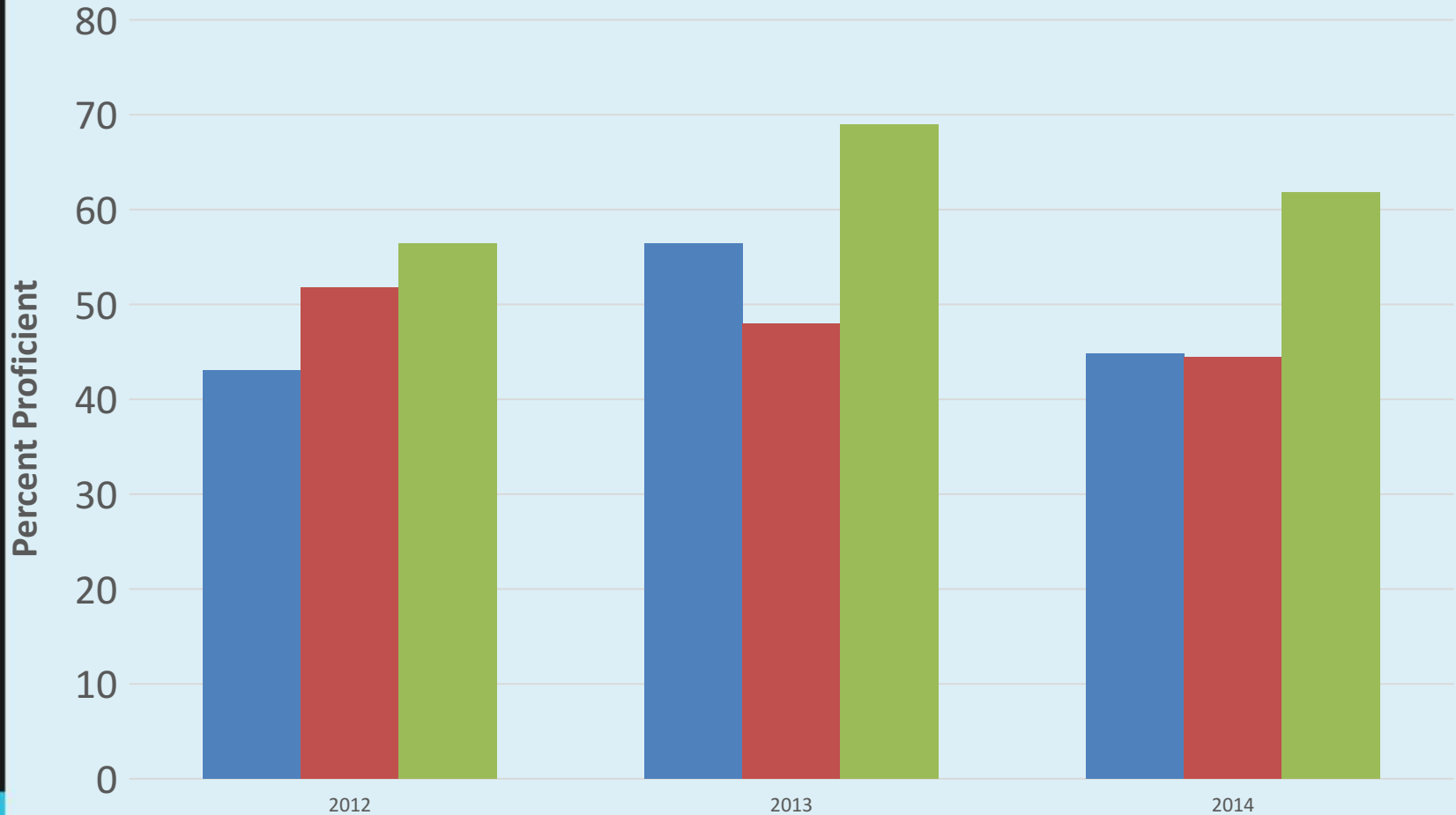
... of housing in the cluster is vacant

Carver Cluster: Percent Economic Disadvantage



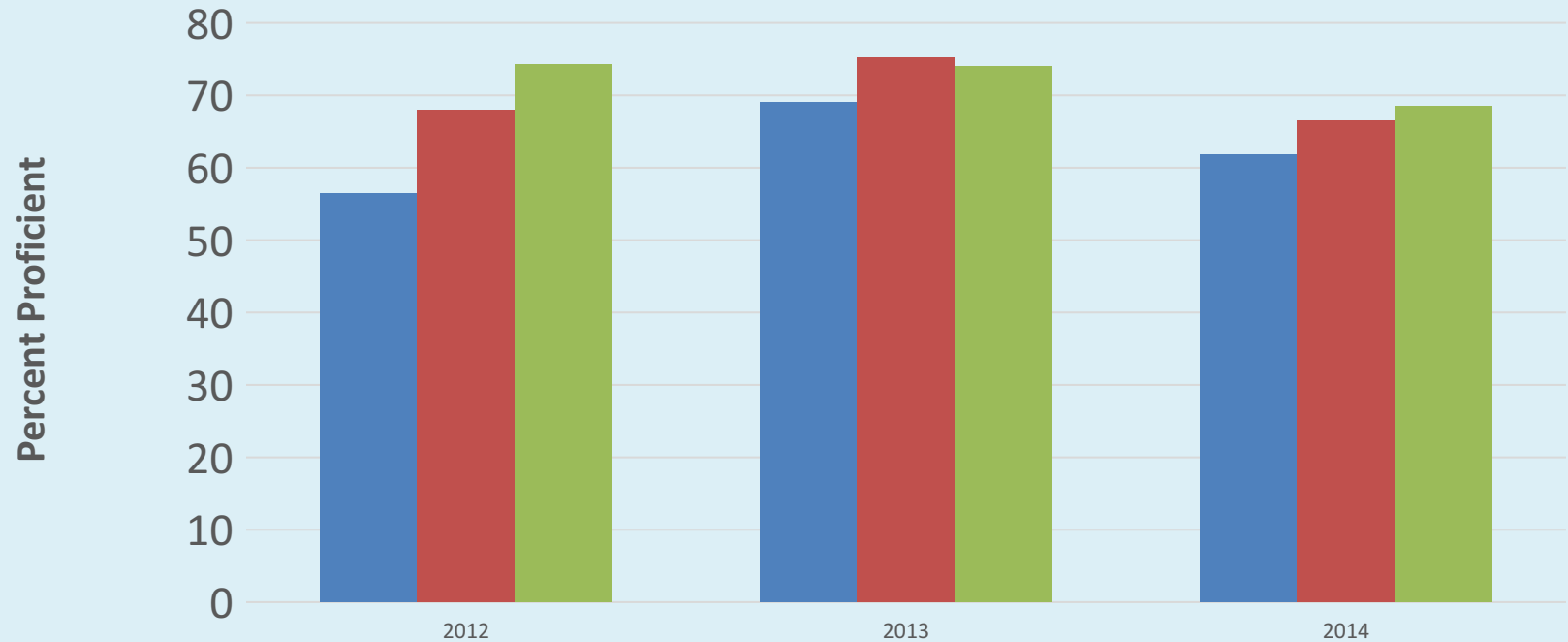
What does the data say about student achievement?

Carver Cluster Elementary School Mathematics



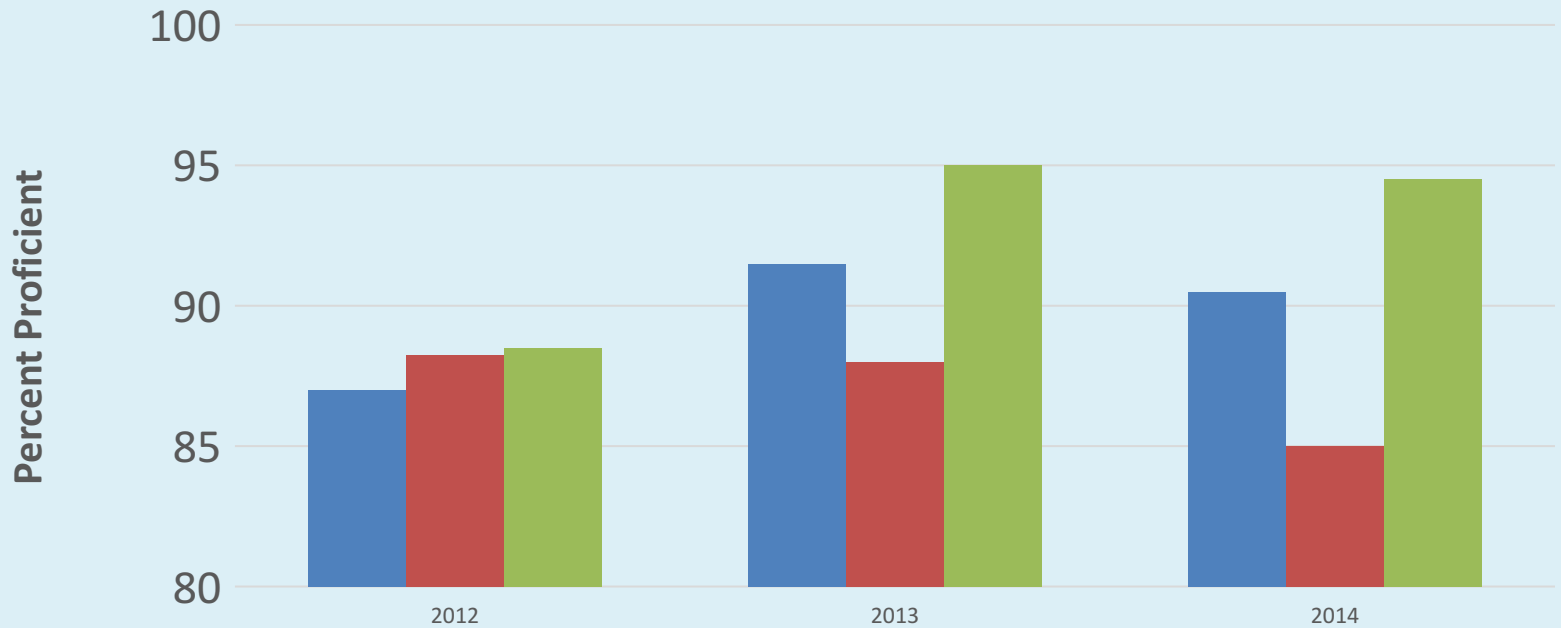
What does the data say about student achievement?

Carver Cluster Elementary School Reading



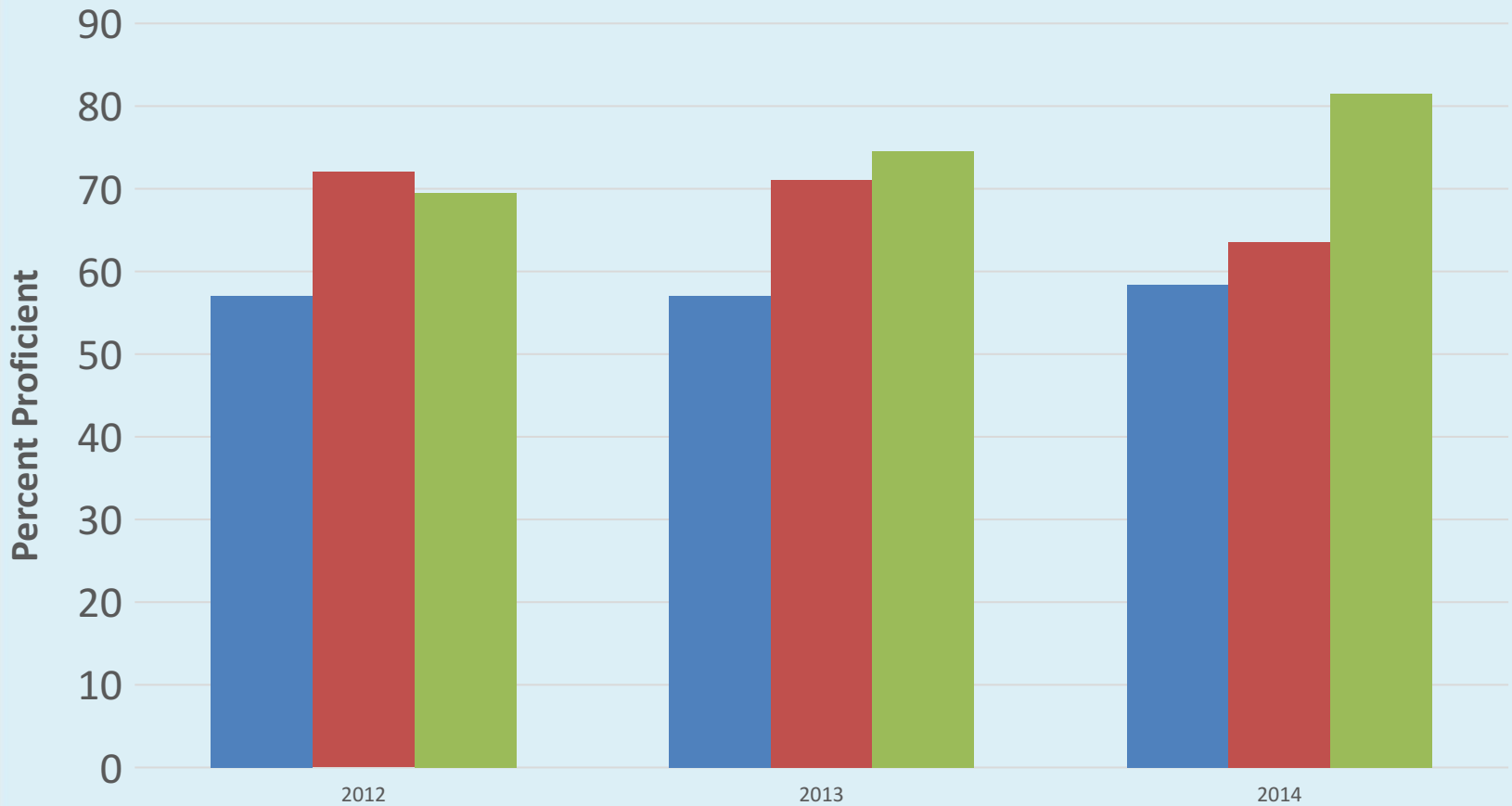
What does the data say about student achievement?

Carver Cluster Middle School Reading



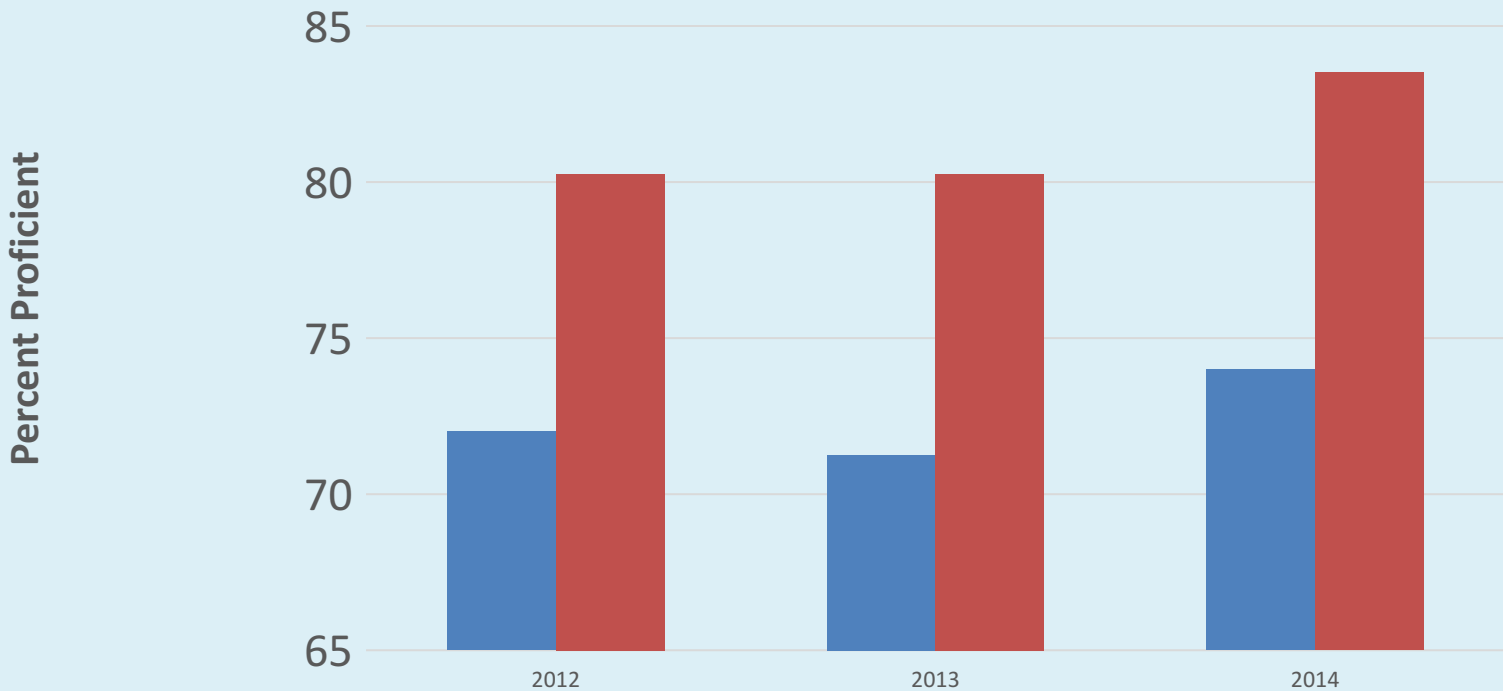
What does the data say about student achievement?

Carver Cluster Middle School Mathematics



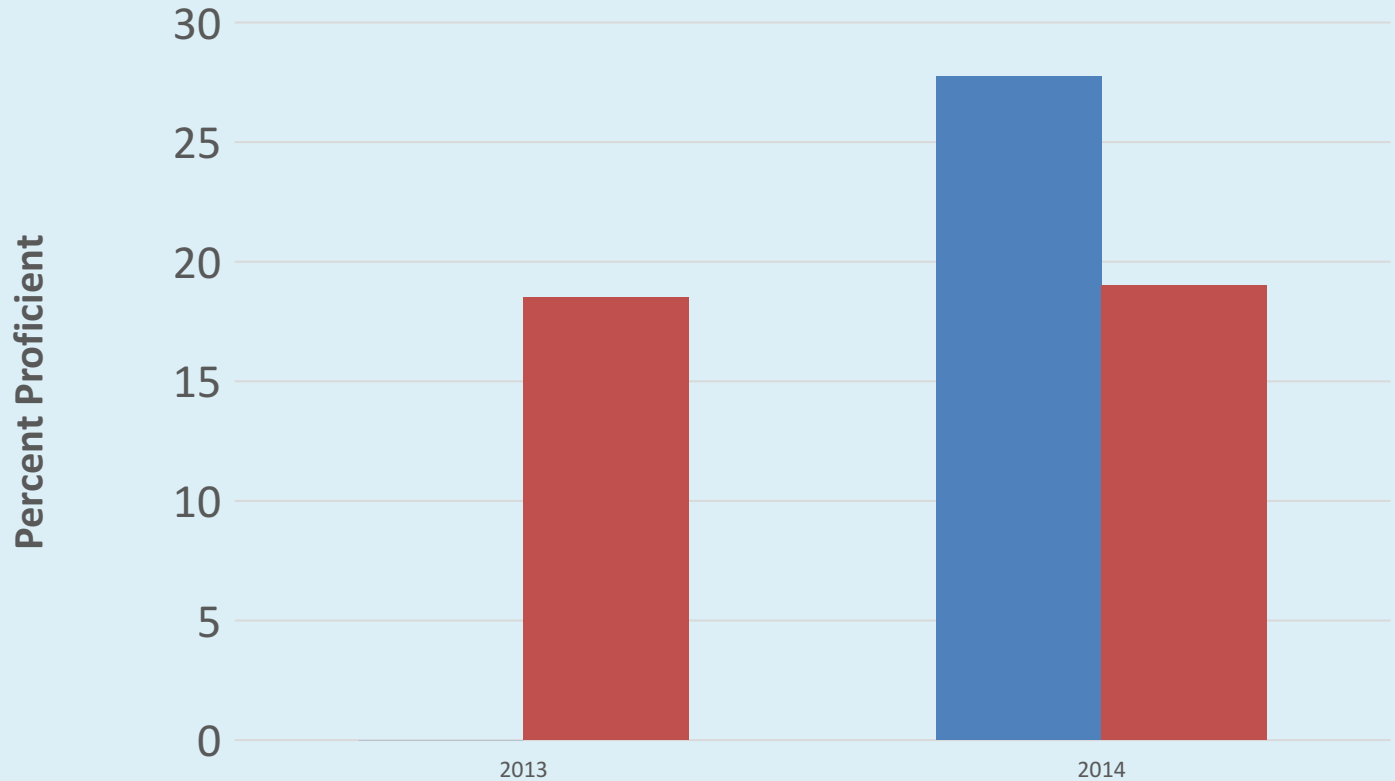
What does the data say about student achievement?

Carver Cluster High School English/Language Arts



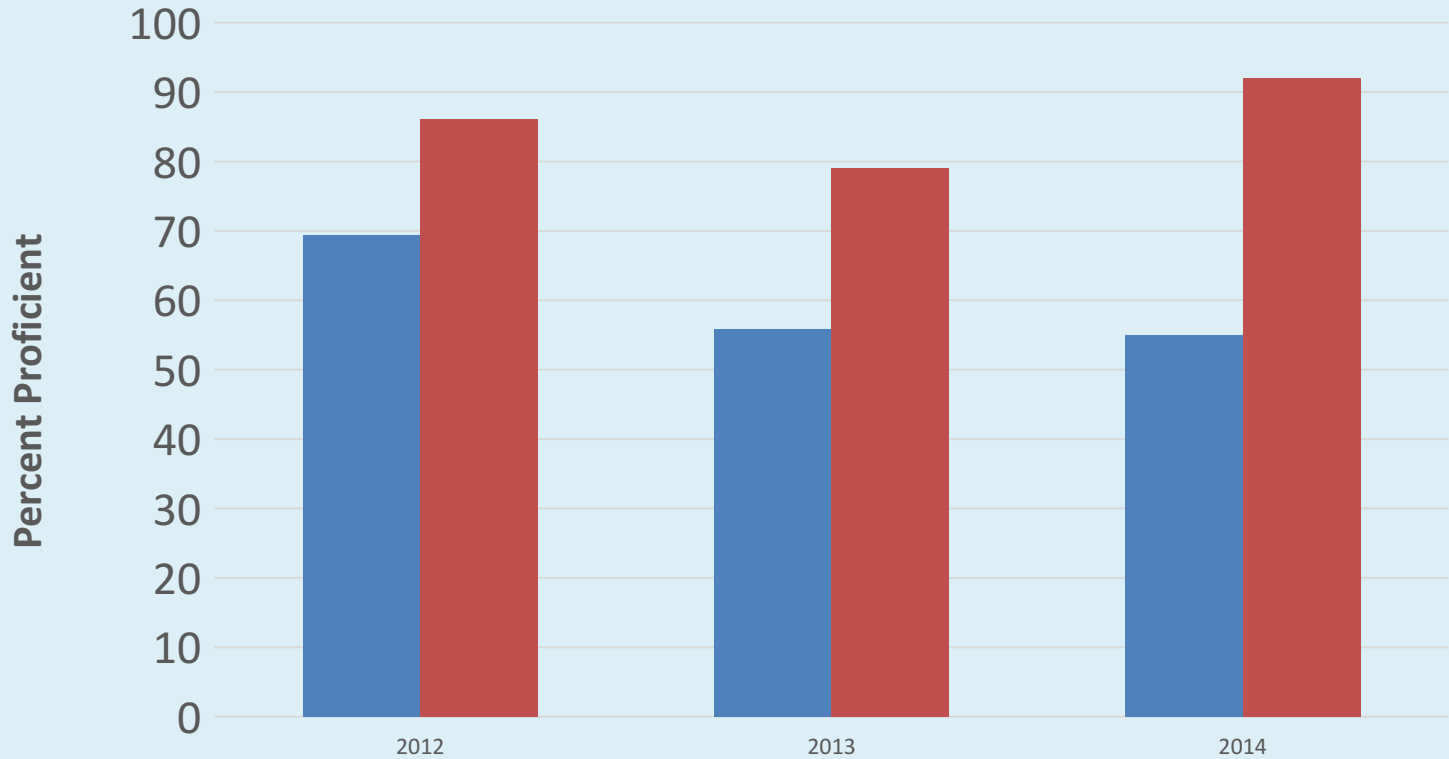
What does the data say about student achievement?

Carver Cluster High School Mathematics



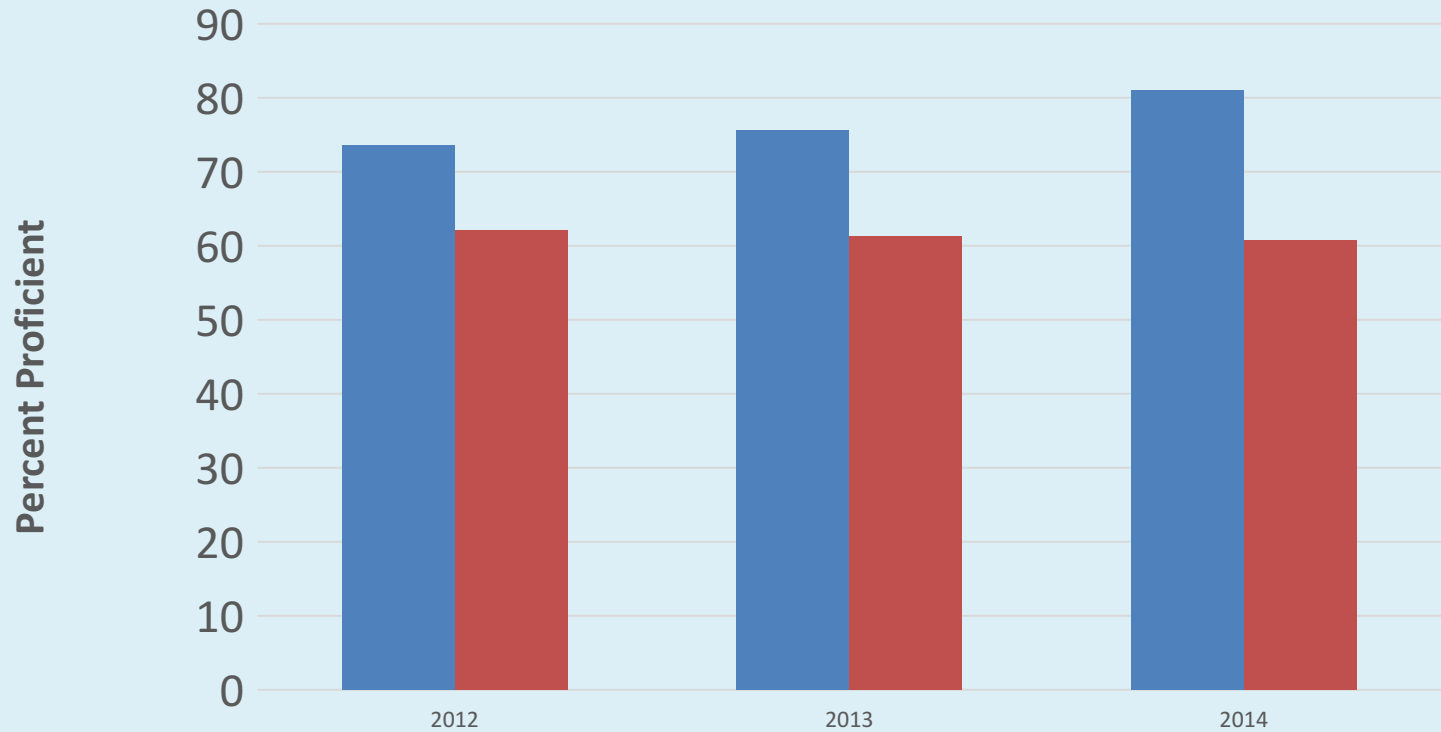
What does the data say about student achievement?

Carver Cluster High School Science



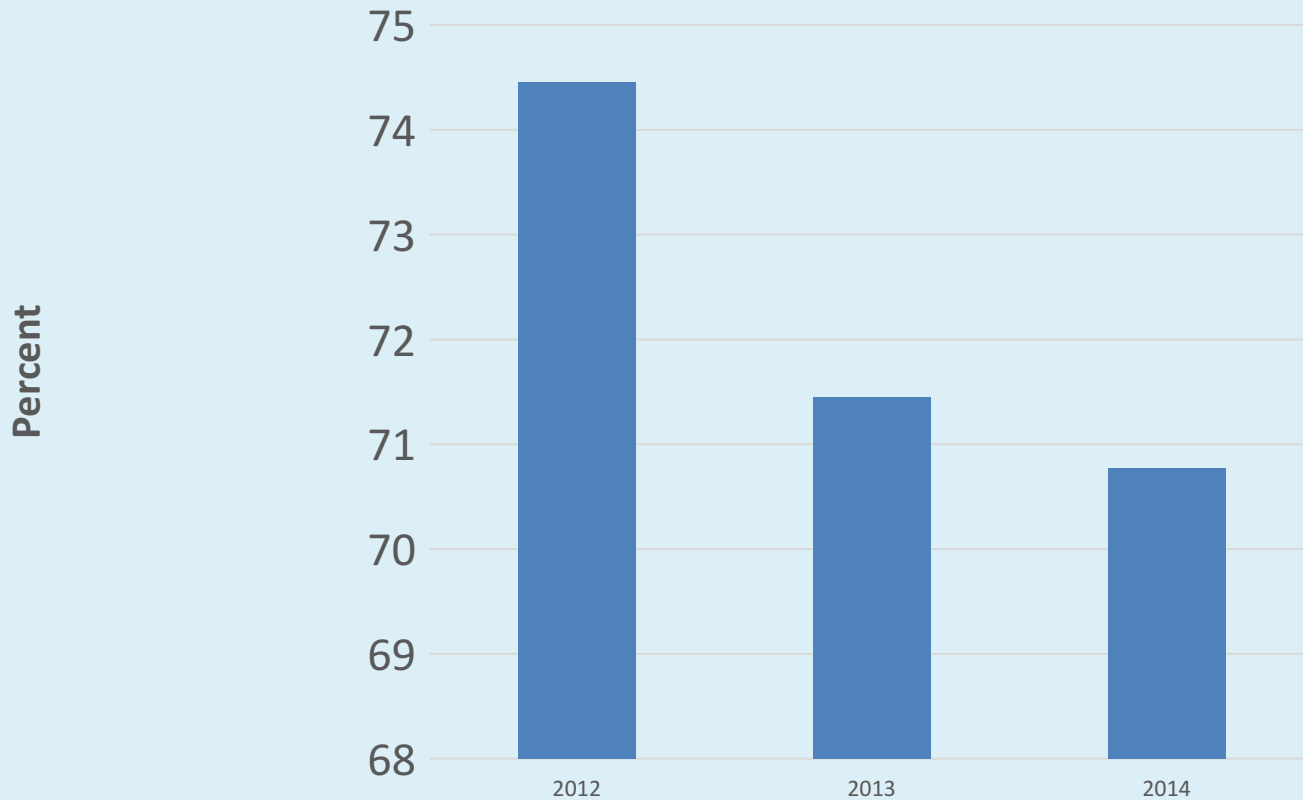
What does the data say about student achievement?

Carver Cluster High School Social Studies



What does the data say about student achievement?

Carver Cluster High School Graduation Rate



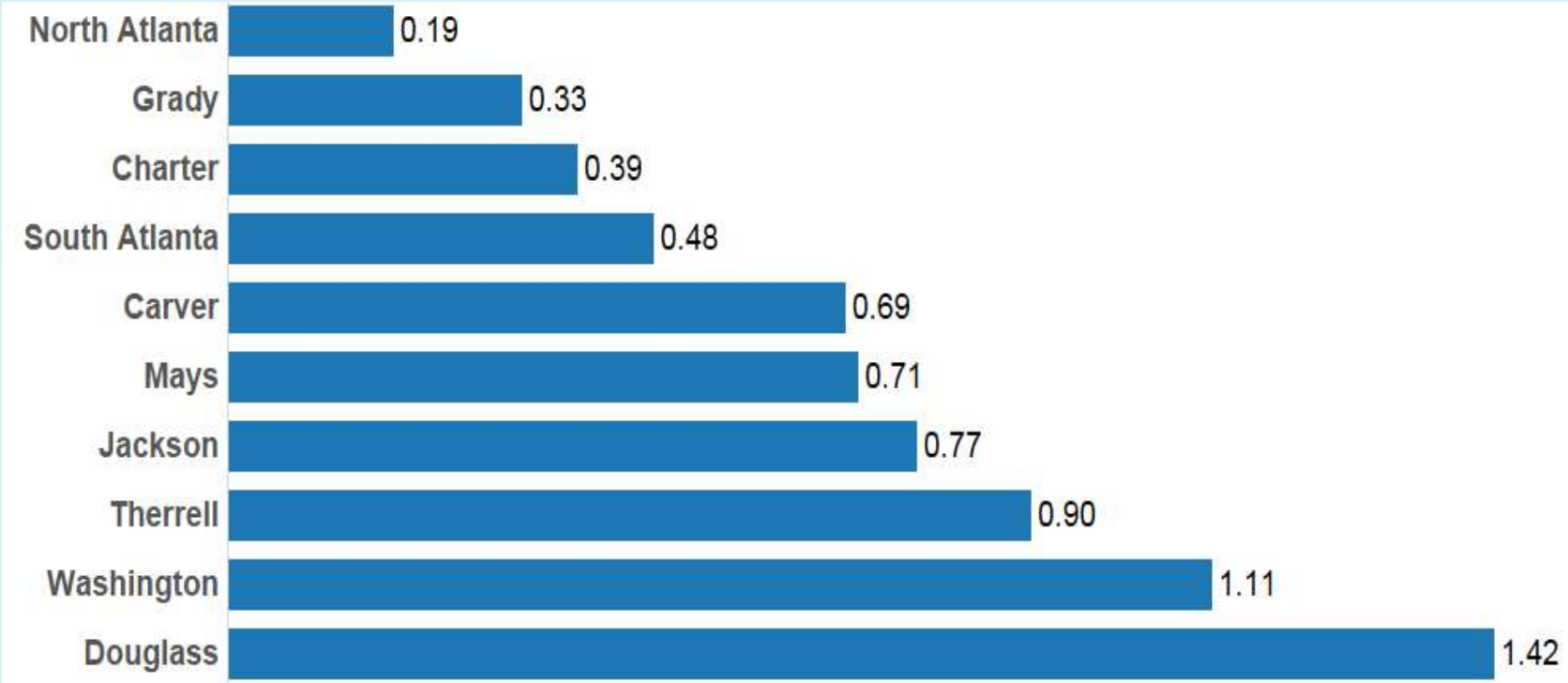
What does the data say about attendance?

APS Average Daily Attendance, 2013-2014

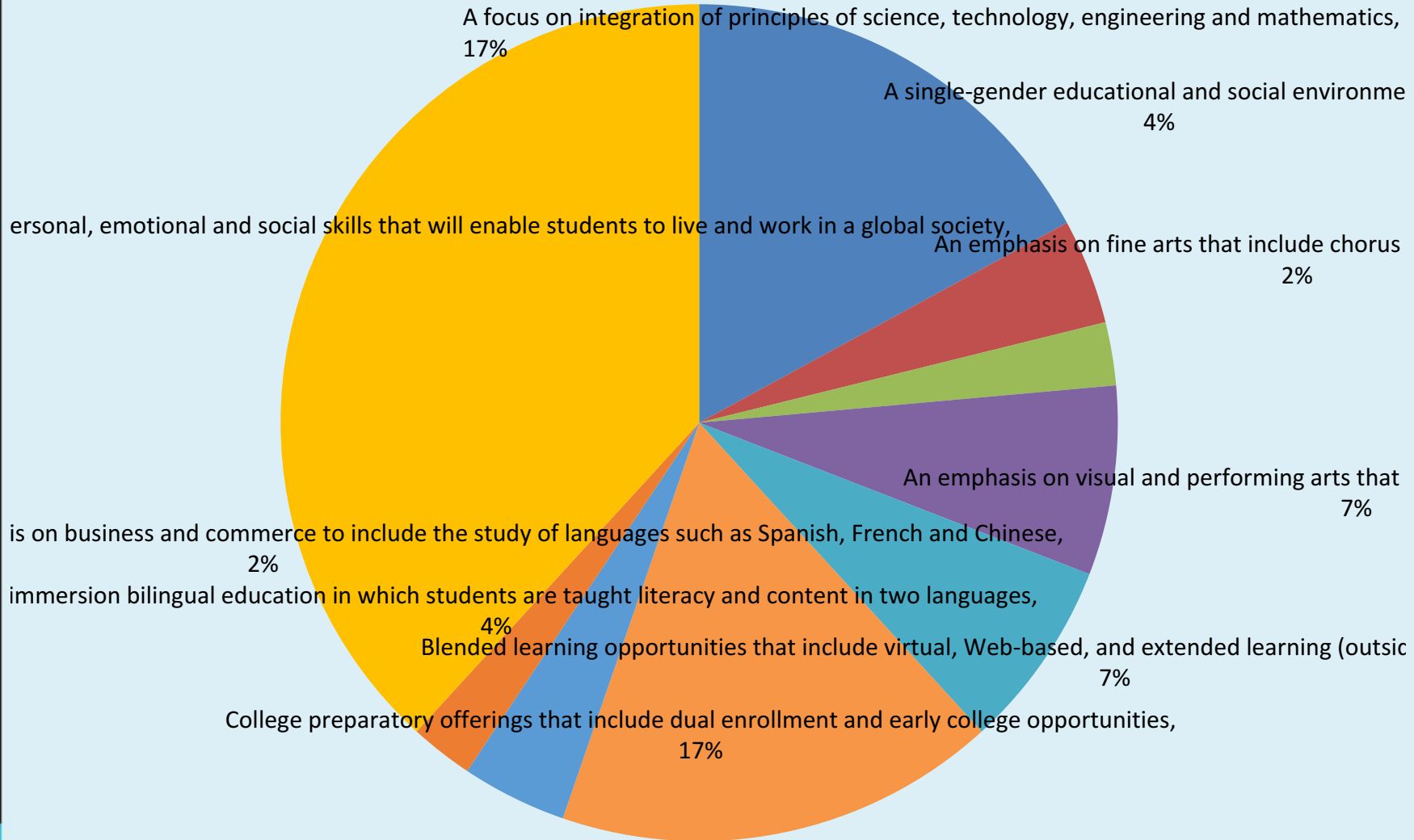


What does the data say about suspension?

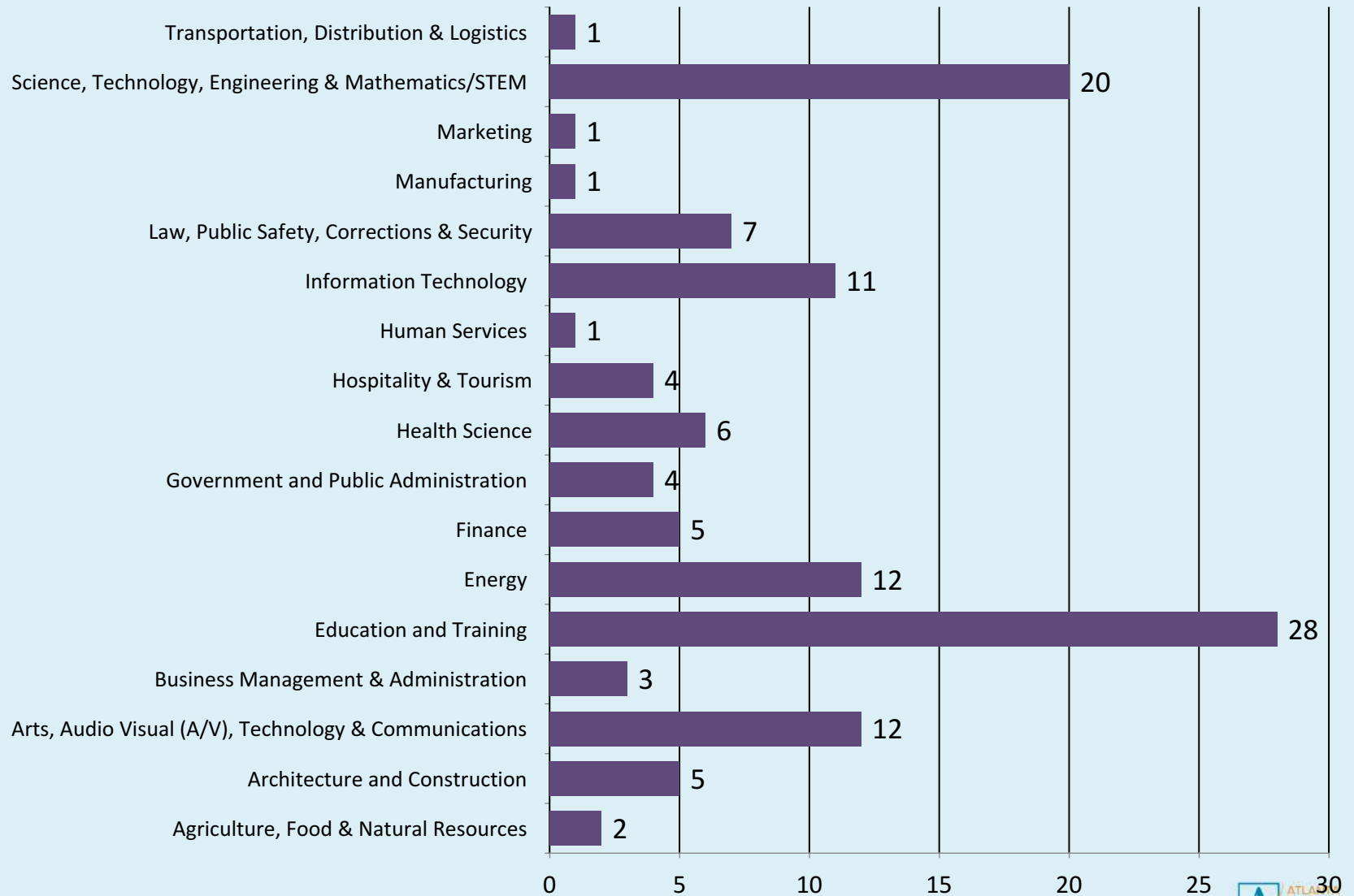
APS Average Suspension Days per Student, 2013-2014



What does the community survey data say about Signature Cluster Vision 1st Choice?



What does the community survey data say about High School Career 1st Choice?



N=123

Draft Mission, Vision, and Priorities

Marcus Jackson and Marvin Pryor
Cluster Planning Team Member



Our Draft Mission

Using the STEAM Model (Science, Technology, Engineering, Arts, and Mathematics), the Carver Cluster will enhance and strengthen overall academic programs while maintaining a safe and nurturing environment that prepares students for college and career readiness.

Our Draft Vision

The Carver Cluster will produce high-performing, college and career ready students that are globally aware and ready to have a positive impact on society.

Our Draft Priorities

- Developing cultural norms and expectations
- Professional development for college and career options at all grade levels
- Emphasis on S.T.E.A.M throughout Cluster

Our Draft Priorities

- Foreign Language will play a role in our curricular vision. Foreign Language will be offered at all 3 levels, K-12
- Counseling addresses the needs of our students and families as they live in the community in which we serve. It also addresses our needs to enhance the nurturing environment that is vital to our growth

Our Draft Priorities

- Teachers and staff are committed to the clusters' mission and vision; it's collaborative and focused on research based-teaching practices
- A cluster where a safe environment where stakeholders are working collaboratively for common goal for student achievement
- Providing a reading teacher (certified) at the secondary level

Question 2

What challenges and inefficiencies does the Carver cluster face?

What recommendations do you propose?

Challenges/Recommendations



CHALLENGES	RECOMMENDATIONS

Next Steps

- Cluster Planning Teams will use the feedback from today to update the mission, vision and priorities for the cluster
- Cluster Planning Teams will start developing resource requirements and partnership opportunities
- Hard copy and online surveys are available for additional feedback
- We will meet again in April for further conversation

Charter System Application

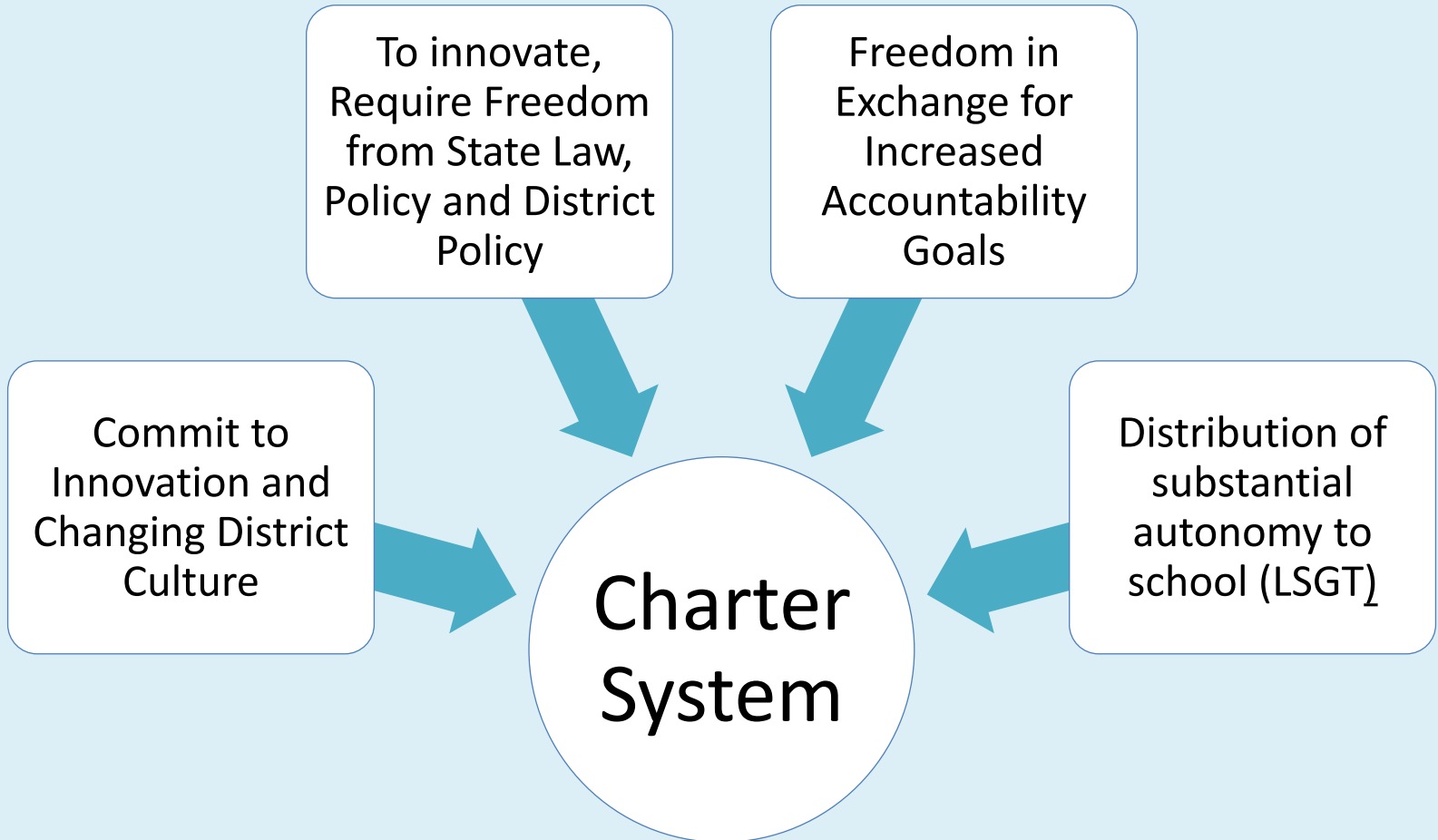
Gayle Burnett



APS Charter System Application Timeline and Activities

Date	Activity
November 2014	<ul style="list-style-type: none"> Board Vote on Submitting Letter of Intent (LOI) for Charter System
December 2014	<ul style="list-style-type: none"> Submit LOI to Georgia Department of Education with request for FY16 waivers needed for operation
January 2015 – May 2015	<ul style="list-style-type: none"> Application Development
January 2015 – June 2015	<ul style="list-style-type: none"> Stakeholder Engagement
February 2015 – April 2015	<ul style="list-style-type: none"> Community Meetings
January 2015 – June 2015	<ul style="list-style-type: none"> Charter System Advisory Committee Monthly Meetings
May 2015	<ul style="list-style-type: none"> Conduct Public Hearings
June 2015	<ul style="list-style-type: none"> Board Approval of Charter System Petition
June 2015	<ul style="list-style-type: none"> Submit Charter System Petition to Georgia Department of Education
After Submittal	<ul style="list-style-type: none"> Georgia Department of Education makes approval/denial to State Board of Education
If Approved	<ul style="list-style-type: none"> Execution of Contract between the district and State Board of Education

Charter System — Basic Components



Charter System Model Discussion

- Today's focus: Local School Governance Teams (LSGTs)
 - Understanding LSGTs and their roles in a Charter System
 - Considerations for How to Structure LSGTs to Maximize Efficacy
 - Examples of LSGT Authority

Local School Governance Teams

Gayle Burnett



What exactly is an LSGT?

- An LSGT is a school-level body that has delegated power from the Superintendent in:
 - Personnel Decisions, including recommending the principal or school leader for selection by the local board of education;
 - Financial Decisions and Resource Allocations, school budget and the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs;
 - Curriculum and accompanying instructional materials;
 - Establishment/monitoring of School Improvement Goals, including approval of the school improvement plan and oversight of its implementation; and
 - Any School Operations that are consistent with school improvement goals.

What Makes a High Quality LSGT?

The GADOE defines these as the building blocks of High Quality Charter System School Governance as:

LSGT composition reflects the diversity of the community

Meets regularly and complies with Open Records and Open Meetings Laws

LSGT focuses on governance and stays out of management

Substantial autonomy from local district in designated areas

Receives regular updates on academic operational, and financial progress of the school

Participates in regular governing council training each year

How do LSGTs Compare to Other School Organizations?

Characteristics	LSGT	LSAC	PTA/PTO
Structure	Voting Body	Advisory Body	Supporting Body
Primary Purpose	Set strategic direction and empower decision making at school level	Advise and make recommendations to school leadership	Support the School
Required?	Mandatory for charter systems	Mandatory for traditional systems (replaced by LSGT in charter system)	Optional
Legal Status	Legally a part of the district	Legally a part of the district	Legally distinct from district
Membership	Must have parents & community in majority	Minimum requirements	Requirements established by individual bodies

LSGT Member Composition Examples

Fulton

- 10 members ES & MS
- 12 members HS
- Principal
- 3 elected parents
- 2 elected teachers
- 2 nominated community members
- 2 students (HS only)

Floyd

- 7 members
- Principal
- 2 elected parents
- 2 appointed community members
- 2 elected staff

Marietta

- 7-11 members
- Principal
- 2 elected parents
- 2 core subject teachers
- 1 nominated school staff
- 1 nominated community member
- Students to committees ad hoc

Considerations for LSGT Size

Larger LSGT

Benefits:
More ideas, distribution of workload, more diversity of voices, more community buy-in and representation

Cons:
Rallying interest, too many cooks, can lengthen meetings

Benefits:
Cohesion may be easier to achieve, management of schedules, rallying interest

Cons:
Less knowledge when board turns over, less capacity for projects and committees, less representation

Smaller LSGT

Autonomy to LSGT

Consider Delegation of Authority

A charter system must

- maximize school level governance and the involvement of parents, teachers, and community members in such governance
- grant decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations

per O.C.G.A. 20-2-2062 and 20-2-2063

LSGT A Shift in Authority

Role of Governance at the Local School Level

- To govern means to **represent the public trust** by ensuring that an organization carries out the purposes for which it was established and as expressed in its mission statement.
- Governance teams should direct the school towards achieving their mission and makes sure the school's efforts and resources are properly focused towards that goal.

Sample Proposed LSGT Member Structure

LSGT Structure

9 voting members* (size may vary to 7 or 11)

Principal is a nonvoting member

4 Parents elected by parents

3 Teachers elected by staff

2 Community members nominated by the principal

1 HS/MS student is a nonvoting member

Principal and LSGT Chair collaborate on agenda setting

2 year terms with a maximum of 2 terms(following initial staggered terms of 1 and 2 yrs.)

Question 3

How will the proposed local school governance team structure impact decision making and engagement at your school?

Question 4

What are the possible challenges to implementing the local school governance structure?

Voting Activity Instructions #1

Choose the size LSGT you feel will be best for APS by placing your dot in the appropriate column.

LSGT Structure - Large	LSGT Structure - Medium	LSGT Structure - Small
11 Voting Members	9 Voting Members	7 Voting Members
Principal - nonvoting member	Principal - nonvoting member	Principal - nonvoting member
5 Parents elected by parents	4 Parents elected by parents	3 Parents elected by parents
4 Teachers elected by staff	3 Teachers elected by staff	2 Teachers elected by staff
2 Community members nominated by the principal	2 Community members nominated by the principal	2 Community members nominated by the principal
1 HS/MS student - nonvoting member	1 HS/MS student - nonvoting member	1 HS/MS student - nonvoting member

Voting Activity Instructions #2

Read components of the proposed LSGT structure. Provide your feedback by placing your dot in the appropriate column.

LSGT Structure	Agree	Disagree
Principal and LSGT Chair collaborate on agenda setting		
2 year terms with a maximum of 2 terms(following initial staggered terms of 1 and 2 yrs.)		

Cluster Community Meetings

Tuesday, February 10, 2015

Douglass Cluster

Wednesday, February 25, 2015

North Atlanta Cluster

Monday, March 9, 2015

Grady Cluster

Wednesday, February 11, 2015

Jackson Cluster

Thursday, February 26, 2015

B.E.S.T./C.S.K.Y.W.L.A

Wednesday, March 11, 2015

South Atlanta Cluster

Tuesday, February 24, 2015

Carver Cluster

Tuesday, March 3, 2015

Therrell Cluster

** Additional Cluster Community Meetings to be held in April 2015*

Tuesday, February 24, 2015

Washington Cluster

Wednesday, March 4, 2015

Mays Cluster

Charter System Advisory Committee Meetings

Center for Learning and Leadership (CLL
Auditorium)

130 Trinity Avenue, SW, Atlanta, GA 30303

6:00 p.m. - 8:30 p.m.

(All meetings are open to the public)

Monday, February 23, 2015

Thursday, March 19, 2015

Thursday, April 16, 2015

Thursday, May 21, 2015

Thursday, June 18, 2015