



Charlotte, North Carolina

September 26, 2017

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on September 26, 2017. The meeting began at 6:05 p.m. and was held in the Meeting Chamber of the Charlotte-Mecklenburg Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large  
Elyse C. Dashew, 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 Clayton Wilcox, Superintendent; George E. Battle, III, General Counsel; Yvette Blakeney, Clerk to the Board; Tiana Justice, Student Advisor

**I. CALL TO ORDER**

Chairperson McCray welcomed everyone to the September 26, 2017, Regular Board meeting.

**A. Adoption of the Agenda**

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

**Upon Ms. Byers-Bailey motion, seconded by Mr. Tate, the Board, by 9-0 vote, adopted the agenda.**

**B. Special Recognition**

Mr. Davis introduced student Joseph Chong, received U.S. Senate Youth Award.

## II. CONSENT ITEMS

Chairperson McCray called for a motion to approve the Consent Items.

**Upon Mr. Tate motion, seconded by Ms. Lennon, to approve all of the Consent Items except E and F**

**Ms. Ellis-Stewart asked to pull Consent Item E *Naming the Combined Nathaniel Alexander Elementary and John Motley Morehead STEM Academy Schools* and to pull Consent Item F *Naming the Combined Dilworth Elementary and Sedgefield Elementary Schools*.**

**Chairperson McCray called for a vote to approve the Consent Items, except for E and F, the Board, approved the Consent Items except for E and F by a vote of 9-0.**

Ms. Ellis-Stewart stated she pulled the Consent Item E and Consent Item F to clarify the process implemented on the naming of the schools

Akeshia Craven-Howell, Assistant Superintendent School Options and Design, explained the process implemented on the naming of the schools.

A Board discussion followed.

Chairperson McCray called for a motion to approve Consent Items E and F.

**Upon Ms. Ellis-Stewart motion, seconded by Mr. Davis, to approve Consent Items E and F, the Board by 9-0 vote, approved Consent Items E and F.**

- A. Recommend Approval of Board Member Appointment, Latrice McRae, to the Bond Oversight Committee, attached as **Attachment II.A** and incorporated herein by reference.
- B. Human Resources
  - 1. Recommend Approval of Licensed/Non-Licensed Hires, Promotions and Separations through September 26, 2017 attached as **Attachment II.B.1** and incorporated herein by reference.
  - 2. Recommend Approval of Termination of a Certified Employee attached as **Attachment II.B.2** and incorporated herein by reference.
  - 3. Recommend Approval of Proposed Candidates as Qualified Observers for Teachers with Mandatory Improvement Plans, attached as **Attachment II.B.3** and incorporated herein by reference.
- C. Recommend Approval of the Pavement Maintenance Project for Allenbrook, Ashley Park, Berryhill, Dilworth, Merry Oaks, Nations Ford, Reid Park, Sedgefield, and Thomasboro Elementary Schools; Sedgefield Middle School, Park Road Montessori, Performance

Learning Center, Smith Language Academy, Wilkinson, Transportation Center and West Charlotte High School, attached as **Attachment II.C** and incorporated herein by reference.

- D. Recommend Approval of Alternative Accountability Options for Turning Point Academy, Metro School, and Lincoln Heights Academy attached as **Attachment II.D** and incorporated herein by reference.
- E. Recommend Approval of Naming the Combined Nathaniel Alexander Elementary and John Motley Morehead STEM Academy Schools attached as **Attachment II.E** and incorporated herein by reference.
- F. Recommend Approval of Naming the Combined Dilworth Elementary and Sedgefield Elementary Schools attached as **Attachment II.F** and incorporated herein by reference.

### **III. ACTION ITEMS**

Chairperson McCray stated no Action Items to report.

### **IV. REPORTS/INFORMATION**

- A. Academics Management Oversight Report: Learning and Teaching Literacy Update, presented by Brian Shultz, Chief Academic Officer; Nicolette Grant, Executive Director, Learning and Teaching PreK-5; Chuck Nusinov, Executive Director, Learning and Teaching 6-12, attached as **Attachment IV.A** and incorporated herein by reference.

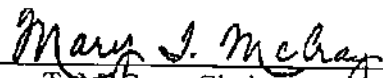
### **V. CLOSED SESSION**

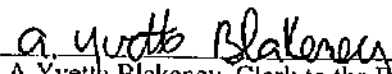
### **VI. ADJORNMENT**

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

**Upon motion by Ms. Cheek that the Board adjourn the Regular Board meeting, seconded by Ms. Ellis-Stewart, the motion passed upon 9-0 vote of the Board.**

The Regular Board meeting adjourned at 6:55 p.m.

  
Mary T. McCray, Chairperson

  
A. Yvette Blakeney, Clerk to the Board

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

**September 26, 2017  
ATTACHMENTS**

1. **Attachment II.A** - Recommend Approval of Board Member Appointment, Latrice McRae, to the Bond Oversight Committee
2. **Attachment II.B.1** - Recommend Approval of Licensed/Non-Licensed Hires, Promotions and Separations through September 26, 2017
3. **Attachment II.B.2** - Recommend Approval of Termination of a Certified Employee
4. **Attachment II.B.3** - Recommend Approval of Proposed Candidates as Qualified Observers for Teachers with Mandatory Improvement Plans
5. **Attachment II.C** - Recommend Approval of the Pavement Maintenance Project for Allenbrook, Ashley Park, Berryhill, Dilworth, Merry Oaks, Nations Ford, Reid Park, Sedgefield, and Thomasboro Elementary Schools; Sedgefield Middle School, Park Road Montessori, Performance Learning Center, Smith Language Academy, Wilkinson, Transportation Center and West Charlotte High School
6. **Attachment II.D** - Recommend Approval of Alternative Accountability Options for Turning Point Academy, Metro School, and Lincoln Heights Academy
7. **Attachment II.E** - Recommend Approval of Naming the Combined Nathaniel Alexander Elementary and John Motley Morehead STEM Academy Schools
8. **Attachment II.F** - Recommend Approval of Naming the Combined Dilworth Elementary and Sedgefield Elementary Schools
9. **Attachment IV.A** - Academics Management Oversight Report: Learning and Teaching Literacy Update

**II.A.**

**Charlotte-Mecklenburg Board of Education**

**Agenda Item**

**Meeting Date**

September 26, 2017

**Agenda Item Title**

Recommend Approval of Board Member Appointment to the Bond Oversight Committee

**Staff Present**

**Main Points**

At-Large Board Member Mary McCray will reappoint Latrice McRae to the Bond Oversight Committee to serve a second term, October 1, 2017 through September 30, 2020.

**Fiscal Implications**

**Agenda Item Type**

Consent Items

**Motion**

Recommend Approval of Board Member Appointment of Latrice McRae to the Bond Oversight Committee for a second term.

**II.B.1.****Charlotte-Mecklenburg Board of Education****Agenda Item****Meeting Date**

September 26, 2017

**Agenda Item Title**

Recommend Approval of Licensed/Non-Licensed Hires, Promotions and Separations through September 26, 2017

**Staff Present**

Vincent Smith, Interim Chief Human Resources Officer

**Main Points**

Listing of Licensed and Non-Licensed Hires, Promotions and Separations through September 26, 2017. This report includes prior hires not processed when report was presented to the last Board of Education meeting.

1. Total Hires July 1, 2017 – June 30, 2018: 1,936

Licensed Hires: 1,200

Non-Licensed Hires: 736

2. Total Promotions July 1, 2017 – June 30, 2018: 359

Licensed Promotions: 204

Non-Licensed Promotions: 155

3. Total Selected Position Separations July 1, 2017 – June 30, 2018: 12

**Fiscal Implications**

Salaries and benefits as budgeted

**Agenda Item Type**

Consent Items

**Motion**

Recommend approval of hires, promotions, and separations

## II.B.2.

### Charlotte-Mecklenburg Board of Education

#### Agenda Item

**Meeting Date**

September 26, 2017

**Agenda Item Title**

Recommend Approval of Termination of a Certified Employee

**Staff Present**

Vincent Smith, Interim Chief Human Resources Officer

**Main Points**

The Board of Education will be asked to approve the termination of a certified employee.

**Fiscal Implications**

None

**Agenda Item Type**

Consent Items

**Motion**

Recommend approval of termination of certified employee

**II.B.3.****Charlotte-Mecklenburg Board of Education****Agenda Item****Meeting Date**

September 26, 2017

**Agenda Item Title**

Recommend Approval of Proposed Candidates as Qualified Observers for Teachers with Mandatory Improvement Plans

**Staff Present**

Vincent Smith, Interim Chief Human Resources Officer

**Main Points**

As provided in Board of Education Policy GCOB, "Plans for Growth and Improvement of Teachers and Licensed Employees," teachers with Mandatory Improvement Plans (MIP) may, within five workdays after finalization of the MIP, request an observation by a qualified observer. North Carolina law requires that a qualified observer must be selected from a list created by the Board. Regulation GCOB-R requires that the Superintendent work collaboratively with the Executive Staff to develop a list of potential candidates for Board approval. The people recommended meet the criteria set forth in CMS policy and regulation:

- Have excellent reputations for fairness and competency;
- Meet the stringent performance ratings detailed in the regulation;
- Be qualified to conduct formal and informal observations for the CMS Teacher Evaluation Instrument; and
- Be currently employed by the District

It is the Superintendent's recommendation that the list (attached to this Agenda item) be approved as presented.

**Fiscal Implications**

None

**Agenda Item Type**

Consent Items

**Motion**

Recommend approval of the attached list of individuals as Qualified Observers for teachers with Mandatory Improvement Plans



Qualified Observers  
September 2017

	Qualified Observer		Position Title	Location
1	Allred	Elisabeth	Coach, Personalized Learning Instructional	Chief Information Office
2	Babb	Mary	Director, Pre-K Services	Bright Beginnings
3	Barnes	Lisa	Executive Director, Alternative Education	Student Discipline & Behavior
4	Brewer	Angelina	Specialist, Exceptional Children Behavioral Support Services	Exceptional Children
5	Britt	Kia	Coordinator, Community Support	LEAD Learning Community
6	Coles	Reginald	Community Administrator, Student Services (Discipline)	Student Discipline & Behavior
7	Daughtry	Kelli	Coordinator, Community Support	West Learning Community
8	Esposito	Stephen	Executive Director, Community	Northeast Learning Community
9	Graf	Rebecca	Director, Humanities	Learning & Teaching
10	Guy	Shontilia	Specialist, Intervention Team	Student Services Management
11	Hamby	Laura	Director, Exceptional Children Educational Services	Exceptional Children
12	Hamilton	Shannon	Executive Coordinator, Office of School Performance	School Performance Services
13	Jeffries	Colette	Director, After School Enrichment Program (ASEP)	ASEP Administration
14	Jolly	Ann	Specialist, Exceptional Children Instructional Program	Exceptional Children
15	Jones	Elaine	Director, Exceptional Children Administrative Services	Exceptional Children
16	Kadlik	Debra	Director, Social Emotional Learning & Behavioral Support	Student Services Management
17	Kehoe	Kristin	Coordinator, Title I New Teacher Support	West Learning Community
18	Livingston	Mariscia	Coordinator, Exceptional Children Area	South Learning Community
19	Long	Jeffrey	Community Administrator, Student Services (Discipline)	Student Discipline & Behavior
20	Nusinov	Charles	Executive Director, Learning & Teaching	Learning & Teaching
21	Presley	Penny	Executive Director, Community	East Learning Community
22	Redfern	Sean	Community Administrator, Student Services (Discipline)	Learning & Teaching
23	Roberts	Kimberly	Specialist, Beacon Secondary Math Title I	Beacon Learning Community
24	Robinson	Adrienne	Specialist, Intervention Team	Student Services Management
25	Shoemaker	Erin	Coach, Personalized Learning Instructional	Chief Information Office
26	Stormont	Melissa	Program Manager, Success by Design	Human Resources
27	Thao	Pa	Specialist, Literacy	Learning & Teaching
28	Triolo	Christopher	Executive Director, Community	Project L.I.F.T. Learning Community
29	Williams	Dimetria	Community Administrator, Student Services (Discipline)	Student Discipline & Behavior
30	York	Marvin	Community Administrator, Student Services (Discipline)	Learning & Teaching

## II.C.

### Charlotte-Mecklenburg Board of Education

#### Agenda Item

##### Meeting Date

September 26, 2017

##### Agenda Item Title

Recommend Approval of the Pavement Preventative Maintenance Project for Allenbrook, Ashley Park, Berryhill, Dilworth, Merry Oaks, Nations Ford, Reid Park, Sedgefield, and Thomasboro Elementary Schools; Sedgefield Middle School, Park Road Montessori, Performance Learning Center, Smith Language Academy, Wilkinson Transportation Center and West Charlotte High School

##### Staff Present

Carol Stamper, Chief Operating Officer

##### Main Points

The Pavement Preventative Maintenance Project was bid on June 28, 2017. Staff recommends the approval of this project to the lowest responsive bidder; Carolina Asphalt in the amount of \$273,985. All work is to be performed in accordance with the standard terms and conditions outlined in the contract.

MWSBE - 5%

##### Fiscal Implications

Local Funds - \$273,985

##### Agenda Item Type

Consent Items

##### Motion

Recommend Approval of the Pavement Preventative Maintenance Project

**II.D.****Charlotte-Mecklenburg Board of Education****Agenda Item****Meeting Date**

September 26, 2017

**Agenda Item Title**

Recommend Approval of Alternative Accountability Options for Turning Point Academy, Metro School, and Lincoln Heights Academy

**Staff Present**

Frank Barnes, Associate Superintendent of Accountability

**Main Points**

The North Carolina Department of Public Instruction (DPI), by directive of the North Carolina State Legislature, annually issues School Performance Grades for schools. This grading system is a type of school accountability system by which schools are held accountable for student academic growth and students' attainment of a proficiency. However, DPI is allowed to offer alternative schools throughout the State an alternative accountability model by which to account for their performance. Schools and school districts are given four (4) options to choose from (see attached). CMS has three alternative schools that have been extended this option: Turning Point Academy, Metro School, and Lincoln Heights Academy. Before each school's selection can be advanced to the State Board of Education, the CMS Board must approve each school's selection.

All three schools have chosen Option C the past three years. We recommend that the Board again approve selection of Option C for the 2017-18 school year.

**Fiscal Implications**

None

**Agenda Item Type**

Consent Items

**Motion**

Recommend approval of Turning Point Academy, Metro School and Lincoln Heights Academy use of Option C within the state's alternative accountability model.

## Alternative Accountability Model Participation

Local public schools and charter school boards shall determine the option that each alternative school in their jurisdiction will follow for participation in the Alternative Schools' Accountability Model.

There are four ways to participate in the Alternative Schools' Accountability Model:

1. **Option A.** Alternative schools can participate in School Performance Grades as defined by G.S. §115C-83.15, or
2. **Option B.** Alternative schools can return data/results back to students' home schools and receive no designations (approved charter schools are excluded from this choice), or
3. **Option C.** Alternative schools can participate in the Alternative Schools' Progress Model, or
4. **Option D.** The alternative school may propose its own alternative accountability model for approval by the State Board of Education (SBE).

### Option C: Alternative Schools Progress Model

Schools electing to participate in the Alternative Schools' Progress Model will be evaluated as follows:

a. Components used in the overall school score:

(1) 20% Student Persistence

(a) Student Persistence is defined as the percent of students enrolling in an alternative school who remain enrolled in any North Carolina public school through the end of the school year.

(2) 20% School Achievement

(a) The School Achievement component uses the following indicators:

(1) End-of-Grade (EOG) English Language Arts/Reading and Mathematics Assessments at Grades 3–8

(2) EOG Science Assessments at Grades 5 and 8

(3) End-of-Course (EOC) Assessments in Biology, NC Math I, and English II

(4) ACT®

(5) ACT WorkKeys

(6) 4-Year Graduation Rate

(7) 5-Year Graduation Rate

(8) Math Course Rigor

(b) Three (3) years of data will be used for calculating school achievement.

(3) 60% Growth

(a) Growth will be calculated using an alternative growth model developed in conjunction with EVAAS.

b. A change rating will be assigned to schools comparing their previous year to the current year.

(1) Progressing

(a) Progressing indicates a change in the school from the previous year by at least +3 points.

(2) Maintaining

(a) Maintaining indicates a change in the school from the previous year by -2.9 to +2.9 points.

(3) Declining

(a) Declining indicates a change in the school from the previous year by at least -3 points.

**Option D. The alternative school may propose its own alternative accountability model for approval by the State Board of Education (SBE).**

1. The proposed model must include criteria for achievement and growth.

2. A request for Option D must be submitted annually to the SBE for approval at its October meeting.

3. For the 2017–18 school year, all requests for approval of Option D must be submitted to the SBE by September 22, 2017 for review and approval in October.

**II.E.****Charlotte-Mecklenburg Board of Education****Agenda Item****Meeting Date**

September 26, 2017

**Agenda Item Title**

Recommend Approval of Naming the Combined Nathaniel Alexander Elementary and John Motley Morehead STEM Academy Schools

**Staff Present**

Akeshia Craven-Howell, Associate Superintendent, Student Assignment and School Choice

Dr. Curtis Carroll, Learning Community Superintendent

**Main Points**

The School Naming Advisory Committee, which was convened by the Transition Committee Chairs (Denise Addison and Leona Bost), was established according to CMS Policy FF-R, Naming School. Following are the committee's top three choices and recommendation in order of preference:

- **Governors Village STEM Academy** – The name would recognize and incorporate the original vision of the Governors Village along with the new technological advances in the University City area. The name also encompasses the historical integrity of the former governors of North Carolina. Our educational village includes Nathaniel Alexander, James Martin, John Motley Morehead and Zebulon Vance. The Governors Village collaborates with University City Partners, which continues to grow and build relationships and community. Families will be able to take pride in maintaining the integrity of our educational community.
- **Governors STEM Academy** – This name would recognize and incorporate the name of the former governors of North Carolina along with the new technological advances in the University area. The schools collaborate with University City Partners, which continues to grow and build relationships and community. Families will be able to take pride in maintaining the integrity of our educational community.
- **Charlotte STEM Academy** – This name is identified with the city of Charlotte. It reflects the core curriculum that is aligned to STEM which will be offered to our students.

**Fiscal Implications**

None

**Agenda Item Type**

Consent Items

**Motion**

Recommend Approval of Naming Combined Nathaniel Alexander Elementary and John Motley  
Morehead STEM Academy Schools the Governors Village STEM Academy

**II.F.****Charlotte-Mecklenburg Board of Education****Agenda Item****Meeting Date**

September 26, 2017

**Agenda Item Title**

Recommend Approval of Naming the Combined Dilworth Elementary and Sedgefield Middle Schools

**Staff Present**

Akeshia Craven-Howell, Associate Superintendent, Student Assignment and School Choice

Tara Lynn Sullivan, Learning Community Superintendent

**Main Points**

The School Naming Advisory Committee was established according to CMS Policy FF-R, Naming School.

The names and recommendation listed below were submitted by the Sedgefield and Dilworth Naming Committee members in order of preference. The committee's membership included parent representatives, teachers and support staff, and community leaders from both school communities. The committee's recommendations are based on a series of committee meetings and efforts to engage both the Dilworth and Sedgefield communities including an August survey and small-group conversations to discuss the results.

1. Dilworth Elementary School: Sedgefield Campus and Latta Campus – The top recommended name was selected with unanimous support from all seven groups. The rationale for this name was consistent across all groups and included the following:
  - Dilworth has an incredibly strong brand reputation that will be powerful in continuing to recruit top teachers and families to the pairing.
  - Unlike a new name, Dilworth is a brand that will not require significant investment to build.
  - Dilworth was also considered appropriate in the context of the K-12 feeder pattern and the Board's goal to build strong feeder schools to Myers Park. Dilworth would represent the elementary school with our students continuing onto Sedgefield Middle School. This will allow both the Sedgefield and Dilworth communities name representation as we build two strong schools.
  - Finally, the historic significance of Dilworth Elementary as a school that was first founded in 1904 and the building's listing on the National Register of Historic Places resonated with all the groups.
2. Latta Elementary School: Sedgefield Campus and Dilworth Campus – Four of the seven small groups selected this name as one of their top choices. The primary reason given was that it provides an opportunity to "start fresh" and moves away from the feeling of one school taking over the other. Additionally, this name allowed for all neighborhoods to be represented on equal footing with a campus designation.
3. Two options tied for third place with one vote each
  - Dilworth Elementary School: Sedgefield P2 and Latta 3-5
  - Dilworth Sedgefield Elementary School

**Fiscal Implications**

None

**Agenda Item Type**

Consent Items

**Motion**

Recommend Approval of Naming Combined Dilworth Elementary and Sedgefield Middle Schools the Dilworth Elementary School: Sedgefield Campus and Latta Campus



**IV.A.**

**Charlotte-Mecklenburg Board of Education**

**Agenda Item**

**Meeting Date**

September 26, 2017

**Agenda Item Title**

Academics Management Oversight Report: Learning and Teaching Literacy Update

**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

**Staff Present**

Brian Schultz, Chief Academic Officer

Nicolette Grant, Executive Director, Learning and Teaching PreK-5

Chuck Nusinov, Executive Director, Learning and Teaching 6-12

**Main Points**

Oversight report of the goals and initiatives of the Office of Academics for Learning and Teaching.

**Fiscal Implications**

**Agenda Item Type**

Reports/Information Items

**Motion**



*Every Child. Every Day. For a Better Tomorrow.*

# Academics Management Oversight Report

## Learning and Teaching

### Literacy Update

Board of Education

Sept. 26, 2017



## Mission

Learning and Teaching provides all schools research-based instructional resources to support the implementation of the North Carolina State Standard Course of Study to improve student success across Charlotte-Mecklenburg Schools.

# Moving Forward

- Improving Teaching
- Early Intervention
- Integration and Alignment

# Moving Forward

## Improving Teaching



# Instructional Leadership Teams



An Instructional Leadership Team is a school-based team that represents all staff groups including teachers, administrators and support staff.

The Instructional Leadership Team focuses on instructional issues only.

The CMS Instructional Leadership Teams receive training as a team to build on the capacity of the collective.

The CMS Instructional Leadership Teams use data to learn from and share student successes within our system.

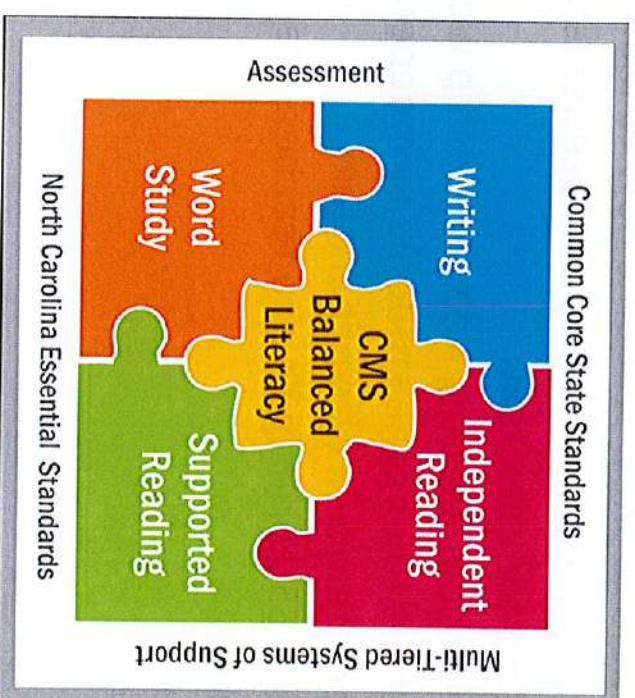
The Instructional Leadership Team guides the school through a process to continuously improve instruction and outcomes for students.

# Pre-K-5 Literacy Focus



During the July 31-Aug. 3 professional development training days, 845 teachers were trained by 36 content experts and teacher leaders.

- Balanced Literacy 101
- Close Reading
- CMS Literacy Scope & Sequence
- CMS Word Study Progression
- The Continuum of Literacy
- Guided Reading
- Kindergarten Entry Assessment
- Reading Workshop 101
- Shared Reading
- Writer's Workshop 101
- Writer's Workshop 201



# The BIG Learn

**the BIG LEARN**

**Disciplinary Literacy**  
2017 Teacher Leadership Summit

- Teaching for Excellence Academy
- Reading Apprenticeship
- A Focus on Content-Based Literacy Strategies
- Academic Conversations
- Close Reading
- Text to Task
- Writing to Learn

CMS staff filled over 980 seats across sessions



# Early Intervention



## *How Can We Prevent Reading Failure?*

The majority of children who enter kindergarten and elementary school at risk for reading failure can learn to read at average or above-average levels—if they are identified early and given systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies (Lyon et al., 2001; Torgesen, 2002a). Substantial research carried out and supported by NICHD (Eunice Kennedy Shriver National Institute of Child Health and Human Development) indicates clearly that without this systematic and intensive approach to early intervention, the majority of at-risk readers rarely catch up. Failure to read by 9 years of age portends a lifetime of illiteracy for at least 70 percent of struggling readers (Shaywitz, 2003).

*Science of Reading Research*  
G. Reid Lyon and Vinita Chhabra  
ASCD- March 2004

# Reading Foundations

## Reading Research to Classroom Practice: Every Reader Matters, Every Minute Counts

### Vision

- Developed "Prevention Teams and Plans" utilizing the Instructional Leadership Team Model
- Phase I - Provided training for 46 elementary schools

### Professional Development

- Summer Training (June- August)
- 676 teachers, intervention specialists, literacy facilitators, and administrators
- More than 22,308 hours of intensive literacy instruction
- Currently seeking funds to train new hires and additional schools

### Monitoring

- Additional curriculum resources were provided
- Developing School Improvement Plan Primary Literacy Goals for 2017-2018
- Monitor benchmark literacy data throughout the year

Goal - 100% of first-grade students reading on grade level





# North Star Reading Partners

## North Star Reading Partners

- 4,750 second grade students need partners
- Focus on second-grade students
- One Child, One Hour, Once a Week
- 45-minute directed lesson, 15-minute read-aloud
- Sept. 21 - Volunteer Orientation



<http://www.cms.k12.nc.us/cmsdepartments/cpfe/volunteers/Pages/default.aspx>



[illegible]

- <http://www.livebinders.com/media/get/MT1vMDk5NDY=>



Every Child. Every Day. For a Better Tomorrow.



# Literacy and Social Studies

## Social Studies Materials for K-12

Over 3,700 teachers attended Social Studies training this summer

### Social Studies Conference



"SOCIAL STUDIES: WE KNOW YOU ARE OUT THERE,  
NOW SHOW YOURSELF!"

**#SSBIGFOOT**



# Literacy and Social Studies

## Social Studies Highlights beginning in 2017-2018

- In grades 6-12, students will receive access to digital tools in Social Studies that will allow students to work offline and sync once they are within range of wifi or a cellular signal on their device.
- All students in grades 6-12 will have access to online the Document Based Question (DBQ) Project
- 3 Key High School Electives were provided with new instructional resources
  - Psychology
  - Sociology
  - African-American History



# Literacy and Social Studies

## Civics and Economics Example

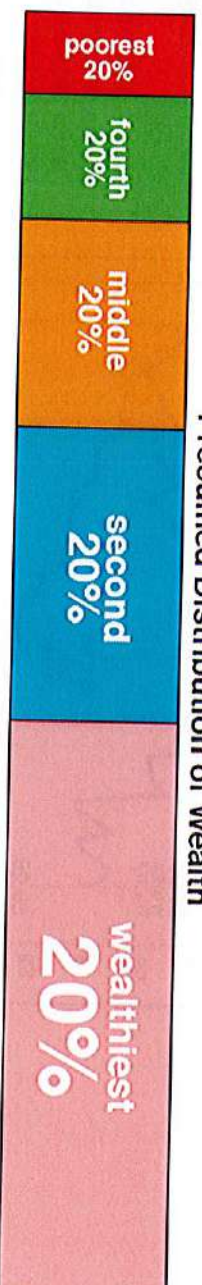
### Document A

Source: Adapted from the video "Wealth Inequality in America," posted on YouTube on November 20, 2012; and the Organization for Economic Cooperation and Development, 2015.

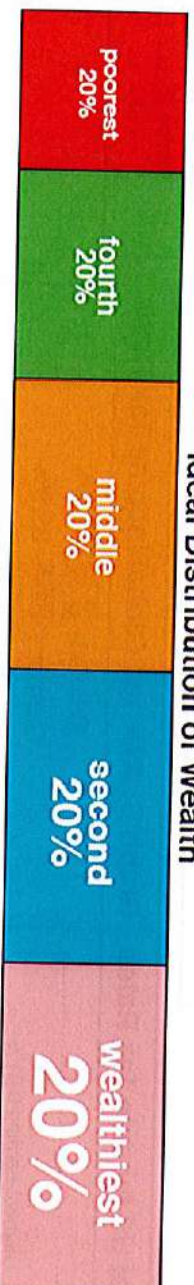
Note: In 2011, a Harvard professor surveyed more than 5,000 Americans on how they thought wealth was distributed in the United States and how it should be distributed. The top two bars show the results of the survey by quintile. The bottom bar shows the actual distribution of wealth in the United States.

### Public Perceptions of Economic Inequality in the US

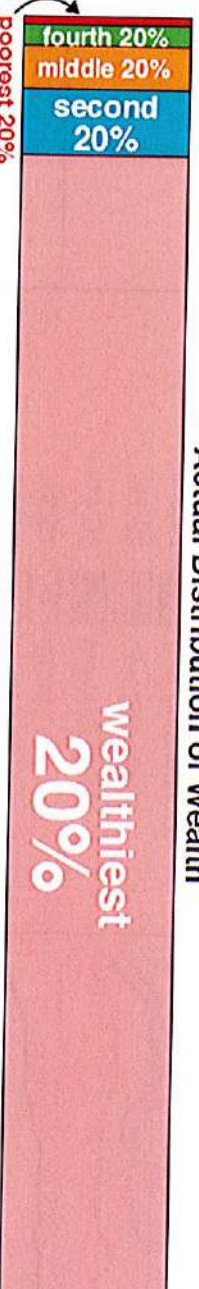
Presumed Distribution of Wealth



Ideal Distribution of Wealth



Actual Distribution of Wealth



Note: In 2015, the wealthiest 20 percent of Americans owned 88 percent of the nation's wealth. The second-wealthiest quintile owned 9 percent. The middle quintile owned 3 percent. The bottom two quintiles owned 0 percent.

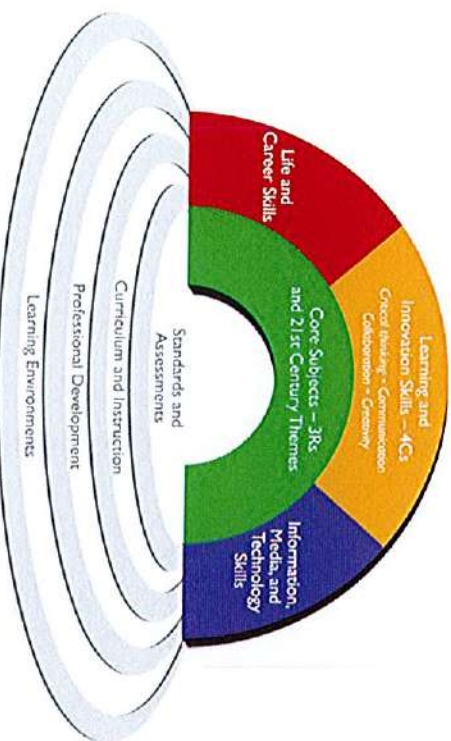
# Literacy and Social Studies Integration and Alignment

Culminating in an Authentic Writing Project

“How should the US reduce economic inequality?”

Create an arguable claim from the analysis of the documents, and be prepared to support the claim with evidence from the texts.

21st Century Student Outcomes  
and Support Systems



Instructional  
LEADERSHIP TEAM

Framework for 21st Century Learning

[www.ncpublicschools.org](http://www.ncpublicschools.org)



