Central Carolina Regional Educational Service Alliance

Together, we can achieve the extraordinary.

Serving School Districts in the Heart of North Carolina

Meeting:	**Board of Directors**
Date:	**Friday, September 7, 2018**
Time:	**9 a.m. – 1 p.m.**
Location:	**Assembly Hall, 7208 Falls of Neuse**

Agenda

Time	Agenda Item	Presenter	Notes/Links
8:30	Refreshments available and opportunity to network	All	
9:00	Call to Order, Welcome, Introductions, Recognitions, and Announcements	Monica Smith-Woofter	• Welcome and congratulations to Cathy Moore, Supt. WCPSS. • Congratulations to Patrick for being selected the CCRESA Superintendent of the Year and for GCS being recognized as an Innovative School District by AASA and Successful Practices Network. • Recognize the passing of Lawrence Walker, first CCRESA Ex. Director.
9:05	Approval of Minutes from May 11, 2018 Meeting	Monica Smith-Woofter	
9:10	Approval of Financial Reports	Rhonda Schuhler	Reminder: Please submit dues if you haven't already.
9:15	Presentation of Programming Planned for 2018-19 and Status of CCTI	Neil Pedersen	
10:00	Presentation and Discussion of Regional Services to be Provided by DPI	Maria Petrie-Martin	https://global.gotomeeting.com/join/774410053 • PowerPoint posted online. • Responses from NCSSA, RESA Directors, and CCRESA Director
10:45	Break		
11:00	Open Discussion	Monica Smith-Woofter	Possible Discussion Topics • School Justice Partnership Proposals and Responses (supporting materials posted online)

			• Principal Pay (Link to article about WCPSS pay plan for principals) – What problems are the new schedule and bonuses causing districts?
11:45	Executive Director's Report	Neil Pedersen	• Information from other RESAs • CAO meeting at NCCAT • Confirm Council Membership (Admin. Asst. Changes?) • Inquiry from NC Central University (Lakisha Rice)
12:00	Adjourn to Lunch		

Future 2018-19 CCRESA Board Meetings:

- October 26, 2018   9am-1pm
- December 13, 2018   9am-1pm (Holiday Meeting with Administrative Assistants)
- March 15, 2019   9am-1pm
- April 26, 2019   9am-1pm
- May 24, 2019   9am-1pm
- June 23, 2019   6:30 pm

Central Carolina RESA Board of Directors Meeting
7208 Falls of Neuse Rd., Raleigh, NC
May 11, 2018,
9:00 a.m. – 12:00 p.m.
Minutes

Board of Directors
Jeff Nash (CHCCS designee), Pascal Mubenga (Durham), Rhonda Schuhler (Franklin), Michael Myrick (Granville designee), Frank Creech (Greene designee), Ross Renfrow (Johnston), Monica Smith-Woofter (Northampton), Todd Wirt (Orange), Rodney Peterson (Person), Ethan Lenker (Pitt), Tom Davis (Roanoke Rapids designee), Tony Jackson (Vance), and Ray Spain (Warren).

Affiliate Member Representatives
Art Rouse (ECU), Barbria Bacon (ESDB), and Diana Lys (UNC-Chapel Hill).

Staff
Neil Pedersen, Dana Stutzman, and Patricia Hilliard.

Guests
Geoff Coltrane, Governor's Senior Education Advisor

Call to Order
Board Chair Dr. Todd Wirt called the meeting to order at 9:00 am and asked those in attendance to review the proposed Agenda. Agenda was unanimously approved

Discussion with Governor's Senior Education Advisor
Geoff Coltrane highlighted aspects of Governor Cooper's 2018-19 state budget proposal that pertain to K-12 schools and policy changes needed in public education.
- 8.1% overall increase of $1.1 billion dollars for K-12 schools, community colleges, and universities.
- Teacher and Principal pay increase. 8% average increase for teacher pay and create a new Principal pay schedule, removing growth from the equation.
- $336 million for pay increases for state employees and public school personnel
- 1% cost of living adjustment for all state retirees
- $130 million in flexible funding for school safety enhancements
- $2 billion in school bond referendum for school construction and renovation
- Restores PD allotment that would provide $5 million to school districts
- Increase allotment for textbooks and digital resources
- Provide $3 million in new grant programs for AIG. SBE will approve pilots for 10 districts and awards grants.
- Provide $10 million to add 2,000 additional pre-k slots
- Halt state planned expansion of the Opportunity Scholarships.
- Expand scholarship program to students who agree to teach in any subject

- Propose $150 stipend for teachers to cover classroom supplies
- Halt $4.1 million reduction for DPI

Superintendents also brought to Mr. Coltrane's attention that the new restriction on health cards for bus drivers living in Virginia are making it difficult to hire bus drivers along the border districts.

Discussion of DPI Operational Review

Neil Pedersen opened the discussion on the audit review of DPI's organization assessment from EY, published on May 1st. The recommendations were very extensive, but Dr. Pedersen focused on sharing *Support: recommendation #6,* which focuses on Regional Support. Page 74 of the report, included in the meeting packet, lays out the new structure. It is unclear at this time what impact the new organization will have on RESAs and the support that districts receive from DPI.

Approval of Minutes

Dr. Wirt asked members to review the minutes from the March 2nd Board of Directors meeting. Monica Smith-Woofter moved and Rodney Peterson seconded approval of the minutes. The minutes were approved by a unanimous vote.

Approval of Financial Statements

Dr. Lenker, CCRESA Treasurer, reviewed the financial materials for the month of April 2018. Dr. Lenker gave an overview of the memo provided to the Board and asked members to review the supporting Financial Reports. Ross Renfrow moved and Monica Smith-Woofter seconded approval of the Financial Statements. The Financial Statements were approved unanimously.

Election of Officers for 2018-2020

Dr. Jackson officially moved to nominate current Chair-Elect Dr. Smith-Woofter to serve as CCRESA Board Chair, and the nomination was unanimously approved. Dr. Mubenga nominated Dr. Lenker, current Secretary/Treasurer, to serve as Chair-Elect, and the nomination was unanimously approved. Dr. Wirt nominated Dr. Schuhler to serve as Secretary/Treasurer and the nomination was unanimously approved.

Update on LATP Programming

Dr. Pedersen and the LATP Program Lead Instructor, Dr. Patricia Hilliard, presented an update on the CCRESA's lateral entry licensure program. The 3-week Summer Institute course will be a blended model with participants receiving face-to-face instruction for 4 days (24 hours) of the 90 hour program. The CCRESA has contracted with a third party to convert the curriculum to an online format.

Only 13 applications have been submitted for the 2018-2020 cohort. Dr. Hilliard and Lisa Sonricker, the Program Director, are happy to help districts with their recruiting efforts. They have already been invited by several of the participating districts to attend Job Fairs and/or Beginning Teacher/Lateral Entry Teacher's meetings to give more information on

the program to prospective participants. Districts are to select their participants by August 8th, and "late hires" by September 7th. Included in the meeting materials is a list of expected participation. If the information for your district is inaccurate, please let us know.

The CCRESA requested Board approval to change the name of the program to **_The Central Carolina Teaching Initiative: A collaborative approach to educating new teachers._** Ross Renfrow moved approval, Ray Spain seconded, and the new name was approved unanimously.

Superintendents requested a temporary cost reduction for districts participating in the program due to the high amount of funds being carried over into the next fiscal year. Dr. Pedersen will look into this possibility and follow-up with Superintendents.

Update on Equity & Professional Learning Councils
The Professional Learning Advisory Council met 3 times this year. The first meeting was a well-attended planning session where future meeting topics were decided. The second meeting, staff from the Friday Institute presented on the topic "Digital Badging;" however, the sessions was not well attended. For the last meeting, on "How to Evaluate Professional Learning", only 6 districts were represented. The group concluded that PL issues should be addressed in the regularly scheduled C&I Council Meetings and that there was not a need for a separate Professional Learning Advisory Council.

During the last Equity Group meeting on April 12th, members agreed that they would follow up with their Superintendents to determine if there was a role for the RESA to play in district equity initiatives, and if so, what the focus should be. If they have not done so already, Superintendents are asked to meet with their Equity Council representatives to answer four questions previously shared in an email, and also included in the meeting materials. The Equity Council will meet again on June 1st to review Superintendents' responses and see how the RESA can move forward.

Preliminary Plan for Programs & Services Offered in 2018-19
The CCRESA will continue to offer the following programs:
- Job-alike councils
- 5 book studies
- One cohort on *Crucial Conversations, Influencer,* and *Crucial Accountability.*
- Collaborative programs with DPI as requested

Dr. Pedersen gave an overview of a proposed extension to Future-Focused Schools, facilitated by Connie Kamm. Superintendents would like to follow-up on Dr. Kamm's proposal to perhaps include more involvement with Principals and see what kind of flexibility they could have with putting their teams together.

Dr. Wirt indicated that he would like consideration given to instituting a program on Implementation Science.

Included in the meeting materials is a table of district participation for the 2017-2018 meeting schedule. Superintendents are asked to review and help to encourage an increase in participation among their district.

Proposed 2018-19 Budget
Dr. Pedersen gave an overview of the proposed budget for next year:
- 2017-2019 LATP Cohort – Due to the grant money received for the LATP program, the RESA will carry-over approximately $200,000 for programming expenses. The CCRESA plans on spending approximately $97,200 of those funds to support the current cohort.
- 2018-2020 LATP Cohort – The budget of $400,000 is based on having 100 participants in the program. The RESA plans on spending $300,000 for year 1 of the cohort, leaving $100,000 for year 2.
- The RESA budget of $322,000 is based on collecting the same amount of dues as was collected in the current fiscal year, $242,000, and an additional $80,000 to spend down the current bank balance. Budget line items are based off of this year's expenditures with minor adjustments.

The CCRESA will update the LATP budget documents to reflect the newly approved name change, CC Teaching Initiative.

Ethan Lenker moved for approval of the 2018-19 budget, Rodney Peterson seconded, and the budget was approved unanimously.

Other Issues
A majority of districts are closing schools for the teachers to participate in the May 16th rally in downtown Raleigh. Fee waivers for College Board are available.

The meeting adjourned at 12:00pm and attendees were invited to stay for lunch and a presentation given by Patrick Sobak and Kevin Mitchell of Audio Enhancement

Respectfully submitted,

Ethan Lenker
Treasurer/Secretary

Central Carolina
Regional Educational Service Alliance
Serving School Districts in the Heart of North Carolina

To: CCRESA Board of Directors

From: Rhonda Schuhler
            CCRESA Secretary/Treasurer

Date: 9/4/2018

Re: Financial Report Memo for 2018 Fiscal Year

STATEMENT OF FINANCIAL POSITION

Note: Due to the Office Manager being on Family Leave, the figures in the June 30, 2018 Financial Reports have not been reconciled and, therefore, should be considered unofficial at this time.

On June 30, 2018 the CCRESA's bank accounts totaled $694,004.84. The balances in each of our bank accounts at the end of June were as follows:

BB&T Checking	$233,591.79
CapitalOne 360 Business Account	$251,933.81
First Internet Bank CD	$208,479.24

Total Assets amounted to $890,899.85. Total Liabilities were $224,030.14, most of which was attributable to pre-paid dues. This leaves a Total Equity of $666,869.71 for the organization. The CCRESA continues to maintain a very healthy fund balance, although approximately one-third of this equity belongs to the Central Carolina Teaching Initiative program and is due to the existence of approximately $266,000 in state carryover funds from 2016-17.

BUDGET VS. ACTUALS

Below is a breakdown of where we ended up the fiscal year for each of the three accounts that we maintain.

Traditional RESA Operations

The traditional, or mainstream, CCRESA budget ended up the year running a deficit of $42,679.84. The CCRESA has been intentionally budgeting approximately $80,000 more for expenses than revenues. Consequently, this deficit actually represents an under-expenditure of planned expenses. No budget lines were significantly overspent due, in part, to budget adjustments that were made throughout the year. The fund balance for the Traditional CCRESA account was $434,933.99 less $22,500 in pre-paid dues, for a total fund balance of $412,433.

Digital Learning Competencies Grant from DPI

The CCRESA had a grant from DPI to assist with the logistics of running the Digital Learning Competencies program in our region. We ended the year with a $16,855.94 balance in this account, which can be added to the fund balance of the traditional CCRESA account.

Local Alternative Teacher Preparation Program

All of the funds from the State LATP Grant were expended by the end of the year on start-up and first-year expenses. This enabled us to carry over $159,530.91 in CCRESA funds allocated for the operation of the CCTI. Because all of the CCTI funds were not budgeted for 2017-18, the actual fund-balance in this account at the end of the year was $242,208.91.

The Total Fund Balance for all CCRESA programs was $694,004.

Central Carolina RESA

STATEMENT OF FINANCIAL POSITION

As of June 30, 2018

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
100 BB&T Checking	233,591.79
110 BB&T Money Market	0.00
120 Capital One 360	251,933.81
130 FIB CD	208,479.24
Total Bank Accounts	**$694,004.84**
Accounts Receivable	
Accounts Receivable (A/R)	188,974.00
Total Accounts Receivable	**$188,974.00**
Other Current Assets	
Prepaid dues - offset	0.00
Sales Tax Receivable	1,467.02
Undeposited Funds	0.00
Total Other Current Assets	**$1,467.02**
Total Current Assets	**$884,445.86**
Fixed Assets	
Accumulated Depreciation	-1,151.01
Computer Equipment	870.00
Meeting Furniture	870.00
Office Furniture	1,365.00
Website	4,500.00
Total Fixed Assets	**$6,453.99**
TOTAL ASSETS	**$890,899.85**
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	2,032.34
Total Accounts Payable	**$2,032.34**
Credit Cards	
200 Credit Card - DS	971.82
210 Credit Card - NP	671.34
230 Credit Card - PH	0.00
231 Credit Card - LS	10.68
Total Credit Cards	**$1,653.84**
Other Current Liabilities	
240 Prepaid Dues	211,474.00
245 LATP Grant Money	0.00
250 Payroll Liabilities	0.00
Federal Taxes (941/944)	2,254.46

	TOTAL
NC Income Tax	540.00
NC Unemployment Tax	0.00
T. Rowe Price	1,035.32
T. Rowe Price Retirement Plan	1,540.18
Total 250 Payroll Liabilities	**5,369.96**
Benefits Payable	3,500.00
Direct Deposit Payable	0.00
Total Other Current Liabilities	**$220,343.96**
Total Current Liabilities	**$224,030.14**
Total Liabilities	**$224,030.14**
Equity	
Retained Earnings	450,412.70
Net Revenue	216,457.01
Total Equity	**$666,869.71**
TOTAL LIABILITIES AND EQUITY	**$890,899.85**

Financial Overview as of June 30, 2018

Account	CCRESA*	CCTI	DLC	Total
Breakdown of Carryover	$ 434,939.99	$ 242,208.91	$ 16,855.94	$ 694,004.84

* amount includes $22,500 of prepaid dues

Central Carolina RESA
Budget vs. Actuals: 2017-2018 Budget - FY18 P&L
July 2017 - June 2018

	Actual	Budget	Total over Budget	% of Budget
Revenue				
400 Dues Income	241,739.00	241,739.00	0.00	100%
410 Donations	1,000.00		1,000.00	
420 Grant Income			0.00	
DLC Grant Funding	43,988.00	43,988.00	0.00	100%
LATP Grant Funding	266,092.00	266,092.00	0.00	100%
Total 420 Grant Income	$ 310,080.00	$ 310,080.00	$ 0.00	100%
430 Interest Income	3,733.11	4,200.00	-466.89	89%
440 LATP Program Fees			0.00	
LATP - District Fees	261,000.00	300,000.00	-39,000.00	87%
LATP - Participant Fees	87,000.00	100,000.00	-13,000.00	87%
Total 440 LATP Program Fees	$ 348,000.00	$ 400,000.00	-$ 52,000.00	87%
450 Sales Tax Reimbursement		2,400.00	-2,400.00	0%
460 Rental Fees	580.00		580.00	
470 Meeting/CCRESA Reimbursement	72.24		72.24	
Total Revenue	$ 905,204.35	$ 958,419.00	-$ 53,214.65	94%
Gross Profit	$ 905,204.35	$ 958,419.00	-$ 53,214.65	94%
Expenditures				
500 Salary & Benefits			0.00	
Employer Taxes	10,566.18	11,700.00	-1,133.82	90%
Executive Director Compensation	76,000.08	76,000.00	0.08	100%
Executive Director Retirement Contribution	7,600.07	7,600.00	0.07	100%
Office Manager Compensation	62,119.92	62,120.00	-0.08	100%
Office Manager Retirement Contribution	6,211.92	6,212.00	-0.08	100%
Total 500 Salary & Benefits	$ 162,498.17	$ 163,632.00	-$ 1,133.83	99%
525 Professional Services			0.00	
Attorney Fees		1,000.00	-1,000.00	0%
CPA Firm/Yearly Audit	5,200.00	5,200.00	0.00	100%
Financial Management	3,323.36	3,350.00	-26.64	99%
Insurance	2,004.25	2,032.00	-27.75	99%
Payroll & Accounting	1,118.99	1,125.00	-6.01	99%
Total 525 Professional Services	$ 11,646.60	$ 12,707.00	-$ 1,060.40	92%
550 Office Occupancy			0.00	
Custodial Services	1,680.00	1,680.00	0.00	100%
Recycling	612.80	650.00	-37.20	94%
Rent	21,300.00	21,300.00	0.00	100%
Total 550 Office Occupancy	$ 23,592.80	$ 23,630.00	-$ 37.20	100%
575 Communications			0.00	
Gmail/Website	582.02	1,520.00	-937.98	38%
Telephone/Internet	3,530.92	3,912.00	-381.08	90%
Total 575 Communications	$ 4,112.94	$ 5,432.00	-$ 1,319.06	76%
600 Office Supplies & Expenses	10.68		10.68	
Copier Lease	3,324.24	3,800.00	-475.76	87%
Office Supplies & Materials	3,068.21	3,000.00	68.21	102%
Printing	898.65	1,000.00	-101.35	90%
Total 600 Office Supplies & Expenses	$ 7,301.78	$ 7,800.00	-$ 498.22	94%
625 Professional Development			0.00	
Contracted Consultants	40,122.38	55,438.00	-15,315.62	72%
Food & Beverage	20,202.50	25,000.00	-4,797.50	81%
Mileage Reimbursement	1,308.46	1,000.00	308.46	131%
Registration Fees	2,106.11	2,110.00	-3.89	100%

Room/Equipment Rental			250.00		3,490.00	-3,240.00	7%
Staff Travel			2,129.00		5,000.00	-2,871.00	43%
Supplies/Books/Materials			4,515.90		8,000.00	-3,484.10	56%
Total 625 Professional Development	$		70,634.35	$	100,038.00 -$	29,403.65	71%
650 Capital Outlay						0.00	
Furniture			3,386.88		3,500.00	-113.12	97%
Technology			4,678.85		5,000.00	-321.15	94%
Total 650 Capital Outlay	$		8,065.73	$	8,500.00 -$	434.27	95%
700 Sales Tax Paid			1,915.41		2,400.00	-484.59	80%
900 DPI Programming						0.00	
DLC - Administrative Costs					9,000.00	-9,000.00	0%
DLC - Food & Beverage			13,515.59		18,788.00	-5,272.41	72%
DLC - Room/Equipment Rental			13,495.00		15,000.00	-1,505.00	90%
DLC - Travel/Mileage			121.47		1,200.00	-1,078.53	10%
Total 900 DPI Programming	$		27,132.06	$	43,988.00 -$	16,855.94	62%
910 CCTI Programming						0.00	
CCTI - Contracted Services			104,539.75		215,750.00	-111,210.25	48%
CCTI - Course Supplies/Books/Materials			46.65		5,000.00	-4,953.35	1%
CCTI - Food & Beverage			64.25		40,000.00	-39,935.75	0%
CCTI - Printing			610.90		2,500.00	-1,889.10	24%
CCTI - Room/Equipment Rental					12,500.00	-12,500.00	0%
CCTI - Testing Materials & Fees			348.40		22,000.00	-21,651.60	2%
CCTI - Travel/Mileage			109.14		19,500.00	-19,390.86	1%
Total 910 CCTI Programming	$		105,719.09	$	317,250.00 -$	211,530.91	33%
915 LATP Grant Start-Up Expenses						0.00	
LATPS - Contracted Services			230,716.88		221,092.00	9,624.88	104%
LATPS - Food & Beverage			4,310.19		15,000.00	-10,689.81	29%
LATPS - Furniture			7,215.73		8,000.00	-784.27	90%
LATPS - Room/Equipment Rental			2,905.00		5,000.00	-2,095.00	58%
LATPS - Supplies			9,136.89		5,000.00	4,136.89	183%
LATPS - Technology			6,645.17		5,000.00	1,645.17	133%
LATPS - Travel			5,162.14		7,000.00	-1,837.86	74%
Total 915 LATP Grant Start-Up Expenses	$		266,092.00	$	266,092.00 $	0.00	100%
Bank Charges			36.41			36.41	
Payroll Expenses						0.00	
Company Contributions						0.00	
Retirement			0.00			0.00	
Total Company Contributions	$		0.00	$	0.00 $	0.00	
Total Payroll Expenses	$		0.00	$	0.00 $	0.00	
Total Expenditures	$		688,747.34	$	951,469.00 -$	262,721.66	72%
Net Operating Revenue	$		216,457.01	$	6,950.00 $	209,507.01	3114%
Net Revenue	$		216,457.01	$	6,950.00 $	209,507.01	3114%

Central Carolina RESA
Budget vs. Actuals: 2017-2018 Budget - FY18 P&L
July 2017 - June 2018

	Total			
	Actual	Budget	over Budget	% of Budget
Revenue				
400 Dues Income	241,739.00	241,739.00	0.00	100%
410 Donations	1,000.00		1,000.00	
430 Interest Income	3,733.11	4,200.00	466.89	89%
460 Rental Fees	580.00		580.00	
470 Meeting/CCRESA Reimbursement	72.24		72.24	
Total Revenue	247,124.35	245,939.00	1,185.35	100%
Gross Profit	247,124.35	245,939.00	1,185.35	100%
Expenditures				
500 Salary & Benefits			0.00	
Employer Taxes	10,566.18	11,700.00	1,133.82	90%
Executive Director Compensation	76,000.08	76,000.00	0.08	100%
Executive Director Retirement Contribution	7,600.07	7,600.00	0.07	100%
Office Manager Compensation	62,119.92	62,120.00	0.08	100%
Office Manager Retirement Contribution	6,211.92	6,212.00	0.08	100%
Total 500 Salary & Benefits	162,498.17	163,632.00	1,133.83	99%
525 Professional Services			0.00	
Attorney Fees		1,000.00	1,000.00	0%
CPA Firm/Yearly Audit	5,200.00	5,200.00	0.00	100%
Financial Management	3,323.36	3,350.00	26.64	99%
Insurance	2,004.25	2,032.00	27.75	99%
Payroll & Accounting	1,118.99	1,125.00	6.01	99%
Total 525 Professional Services	11,646.60	12,707.00	1,060.40	92%
550 Office Occupancy			0.00	
Custodial Services	1,680.00	1,680.00	0.00	100%
Recycling	612.80	650.00	37.20	94%
Rent	21,300.00	21,300.00	0.00	100%
Total 550 Office Occupancy	23,592.80	23,630.00	37.20	100%
575 Communications			0.00	
Gmail/Website	582.02	1,520.00	937.98	38%
Telephone/Internet	3,530.92	3,912.00	381.08	90%
Total 575 Communications	4,112.94	5,432.00	1,319.06	76%
600 Office Supplies & Expenses	10.68		10.68	
Copier Lease	3,324.24	3,800.00	475.76	87%
Office Supplies & Materials	3,068.21	3,000.00	68.21	102%
Printing	898.65	1,000.00	101.35	90%
Total 600 Office Supplies & Expenses	7,301.78	7,800.00	498.22	94%
625 Professional Development			0.00	
Contracted Consultants	40,122.38	55,438.00	15,315.62	72%
Food & Beverage	20,202.50	25,000.00	4,797.50	81%
Mileage Reimbursement	1,308.46	1,000.00	308.46	131%
Registration Fees	2,106.11	2,110.00	3.89	100%
Room/Equipment Rental	250.00	3,490.00	3,240.00	7%
Staff Travel	2,129.00	5,000.00	2,871.00	43%
Supplies/Books/Materials	4,515.90	8,000.00	3,484.10	56%
Total 625 Professional Development	70,634.35	100,038.00	29,403.65	71%
650 Capital Outlay			0.00	
Furniture	3,386.88	3,500.00	113.12	97%
Technology	4,678.85	5,000.00	321.15	94%
Total 650 Capital Outlay	8,065.73	8,500.00	434.27	95%
700 Sales Tax Paid	1,915.41	2,400.00	484.59	80%
Bank Charges	36.41		36.41	
Total Expenditures	289,804.19	324,139.00	34,334.81	89%
Net Operating Revenue	42,679.84	78,200.00	35,520.16	55%
Net Revenue	42,679.84	78,200.00	35,520.16	55%

Central Carolina Teaching Initiative
Budget vs. Actuals: 2017-2018 Budget - FY18 P&L
July 2017 - June 2018

	Actual	Budget	Total over Budget	% of Budget
Revenue				
420 Grant Income			0.00	
LATP Grant Funding	266,092.00	266,092.00	0.00	100%
Total 420 Grant Income	266,092.00	266,092.00	0.00	100%
440 LATP Program Fees			0.00	
LATP - District Fees	261,000.00	300,000.00	39,000.00	87%
LATP - Participant Fees	87,000.00	100,000.00	13,000.00	87%
Total 440 LATP Program Fees	348,000.00	400,000.00	52,000.00	87%
Total Revenue	614,092.00	666,092.00	52,000.00	92%
Gross Profit	614,092.00	666,092.00	52,000.00	92%
Expenditures				
910 CCTI Programming			0.00	
CCTI - Contracted Services	104,539.75	215,750.00	111,210.25	48%
CCTI - Course Supplies/Books/Materials	46.65	5,000.00	4,953.35	1%
CCTI - Food & Beverage	64.25	40,000.00	39,935.75	0%
CCTI - Printing	610.90	2,500.00	1,889.10	24%
CCTI - Room/Equipment Rental		12,500.00	12,500.00	0%
CCTI - Testing Materials & Fees	348.40	22,000.00	21,651.60	2%
CCTI - Travel/Mileage	109.14	19,500.00	19,390.86	1%
Total 910 CCTI Programming	105,719.09	317,250.00	211,530.91	33%
915 LATP Grant Start-Up Expenses			0.00	
LATPS - Contracted Services	230,716.88	221,092.00	9,624.88	104%
LATPS - Food & Beverage	4,310.19	15,000.00	10,689.81	29%
LATPS - Furniture	7,215.73	8,000.00	784.27	90%
LATPS - Room/Equipment Rental	2,905.00	5,000.00	2,095.00	58%
LATPS - Supplies	9,136.89	5,000.00	4,136.89	183%
LATPS - Technology	6,645.17	5,000.00	1,645.17	133%
LATPS - Travel	5,162.14	7,000.00	1,837.86	74%
Total 915 LATP Grant Start-Up Expenses	266,092.00	266,092.00	0.00	100%
Total Expenditures	371,811.09	583,342.00	211,530.91	64%
Net Operating Revenue	242,280.91	82,750.00	159,530.91	293%
Net Revenue	242,280.91	82,750.00	159,530.91	293%

Digital Learning Competencies
Budget vs. Actuals: 2017-2018 Budget - FY18 P&L
July 2017 - June 2018

	Actual		Budget		Total over Budget	% of Budget
Revenue						
420 Grant Income					0.00	
DLC Grant Funding		43,988.00		43,988.00	0.00	100%
Total 420 Grant Income	$	43,988.00	$	43,988.00	$ 0.00	100%
Total Revenue	$	43,988.00	$	43,988.00	$ 0.00	100%
Gross Profit	$	43,988.00	$	43,988.00	$ 0.00	100%
Expenditures						
900 DPI Programming					0.00	
DLC - Administrative Costs				9,000.00	-9,000.00	0%
DLC - Food & Beverage		13,515.59		18,788.00	-5,272.41	72%
DLC - Room/Equipment Rental		13,495.00		15,000.00	-1,505.00	90%
DLC - Travel/Mileage		121.47		1,200.00	-1,078.53	10%
Total 900 DPI Programming	$	27,132.06	$	43,988.00	-$ 16,855.94	62%
Total Expenditures	$	27,132.06	$	43,988.00	-$ 16,855.94	62%
Net Operating Revenue	$	16,855.94	$	0.00	$ 16,855.94	
Net Revenue	$	16,855.94	$	0.00	$ 16,855.94	

Central Carolina RESA
Status of Programs for 2018-19
Updated: September 4, 2018

Central Carolina Teaching Initiative (formerly LATP)
Program Description:
CCTI is entering its second year of operation in the CCRESA. The program is authorized under special legislation that allows school districts to implement a program consisting of 150 hours of class time and 150 hours of coaching and mentoring to license lateral entry teachers. Teachers also must pass all required tests (PRAXIS and Pearson). The program was implemented in August 2017 under the leadership of Lisa Sonricker (Program Administrator) and Tricia Hilliard (Lead Teacher) and the assistance of RTI.

Status:
We continue to pick up participants in the CCTI program although we remain well below our expected enrollment. Below is a table indicating the number of registrants from each participating district and the number that we were expecting based upon previous conversations with superintendents and their HR personnel. Because we are carrying forward a significant fund balance for this program due to the availability of state start-up funds last year, we will be ok financially this year, but I do have some concerns about the sustainability of the program. We established an incentive package for this year that rewards those districts that participated last year and incentivizes those who did not. Last year's participating districts earn a $6000 credit if they maintain or increase their participants. Districts that did not participate last year earn a $6000 credit if they enroll at least 3 participants.

District	Registered	Expected
Person	6	6
Wake	19	25
Durham	9	10
Wilson	5	6
Franklin	5	6
Johnston	9	15
Halifax	4	10
Northampton	1(?)	2
RRGSD	1(?)	2
Warren	1(?)	2
TOTAL	**60**	**84**

On a more positive note, our two staff members, Lisa Sonricker and Tricia Hilliard, have made a tremendous amount of progress this year. Highlights include the following:

- Developed and implemented the curriculum from scratch for a year-long course on the Foundations of Teaching as well as a two-day Spring Symposium that addressed the needs of EC and ESL populations.
- Procured a Canvas account and made it operational to support the course offerings, especially the Summer Institute which was offered in a blended model. We contracted with a Canvas consultant to convert the curriculum used in Guilford County's summer program to an online offering.
- Contracted with a consultant to create a website for prospective applicants, current participants, and coaches (http://www.ccteaching.org).
- Initially developed competencies around the NCEES document but have revised, streamlined, and aligned with ed TPA standards.
- Recruited at district teacher fairs and met with new lateral-entry teachers at districts that allowed us to do so.
- Have worked diligently to try to facilitate the successful completion of all participants.

One of the challenges that the program is facing is competition from other alternative programs, particularly NCTEACH. NCTEACH is all online, which many find attractive, and costs participants $2500. Some districts are covering this cost resulting in teachers being able to participate in the program at no cost to them and the $2500 fee is lower than the CCTI district fee of $3000. That said, I believe that the value of our program is the face-to-face contact, the support that cohort participants receive from each other as well as our teachers, and the 150 hours of coaching and mentoring provided by the districts. We believe that in many cases, lateral-entry teachers hear about NCTEACH at the outset and have little or no information about CCTI. It would be most helpful if school district staff could provide information about our program as soon as lateral-entry teachers are hired.

Similarly, some of you rely heavily on TFA and international teachers. I believe that you pay more for TFA teachers than you do for participation in our program and most stay with you for only two years. Could you earmark some of those funds for the CCTI program for next year and encourage your HR Departments to recruit this spring for our program. Waiting until July or August doesn't work.

If your district is participating in CCTI, we could use your assistance in encouraging your EC Director or staff member to attend a meeting at the CCRESA on September 21st (9 am til noon and overlaps with C&I Council meeting) to share thoughts with Lisa and Tricia about how we can better prepare EC teachers. We are not comfortable with our capacity to educate and support these teachers, but your HR administrators urged us not to discontinue them from our program because your needs are so great in this area.

I've also included an article that points out the alternative programs such as ours attract a higher percentage of teachers of color than do traditional programs at universities. This, definitely, has been the case with our first two cohorts.

Supporting Documents
- CCTI Cohorts
- CCTI Competencies
- "Ahead of the Heard" article
- RTI Summary of Services (available online)

Developing Multi-disciplinary, Problem-Solution Based Units
Original Program Description:
Connie Kamm, CEO of Kamm Solutions, will offer a four-day program (2 two-day sessions on Sept. 24-25 and Oct. 29-30) that will guide K-12 participants through the development of units of study following a Collaborative Curriculum Design model. Educators (curriculum specialists, principals, teacher leaders, and teachers) will experience hands-on learning as they build sample future-focused units of study. Participants also will have access to these resources after the sessions to continue to develop units of study in their respective districts.

Status:
As of September 3rd, we have 26 participants registered, most of whom are on teams from Greene, Person, Wilson, Northampton, and Roanoke Rapids. As of August 29th, we opened registration up to individuals who would like to attend but are not part of a team. In response to your initial suggestions, we reduced the length of this program from 10 to 4 days, reduced the number of teachers who would be involved, and modified the curriculum to provide districts with the capacity to do some of this unit development work on their own. The sessions are most appropriate for teams that include teachers, because there will be some actual unit development. It would be exciting to have a team with a creative and innovative principal and/or curriculum specialist accompanied by teachers from her/his school (preferably from the same grade level). Alternatively, a team could be composed of curriculum leaders at the district level, again preferably, accompanied by progressive teachers. Dr. Kamm is very committed to working with educators in our region and has made herself available for video or phone consultation at no additional charge.

Although we would like participants to attend all four days, if superintendents or CAOs are uncertain of the value, I would urge them to send a team for the first two days and return for the third and fourth days if they see the value. At this point, it may be easiest to register participants directly on our website. Also, if a district has signed up one team and would like to send another, they may register another team.

Supporting Documents:
- Program Flyer

Foundations Course Master Schedule

Cohort A

Districts	Durham, Person
Location	Durham Staff Development Center, 2107 Hillandale Rd, Durham 22705 Room M-8
Day	Tuesday 5:00
Instructor	Ms. Lisa Sonricker, sonrickerl@ccresa.net

Cohort B

Districts	Franklin, Warren
Location	53 West River Road, Louisburg, NC 27549 Room A120 in Building A
Day	Tuesday 5:00
Instructor	Dr. Patricia Hilliard, hilliardp@ccresa.net

Cohort C

Districts	Johnston, Wilson
Location	North Johnston High School,5915 US Hwy 301, Kenly, NC 27542 Room 603
Day	Monday 5:00
Instructor	Ms. Lisa Sonricker, sonrickerl@ccresa.net

Cohort D

Districts	Wake
Location	Daniels Middle School, 2816 Oberlin Rd, Raleigh, NC 27608 Room 1213
Day/Time	Tuesday 4:30
Instructor	Dr. Patricia Hilliard, hilliardp@ccresa.net

Cohort E

Districts	Halifax, Northampton, Roanoke Rapids
Location	William R. Davie Middle STEM Academy, 4391 Highway 158, Roanoke Rapids, NC 27870
Day	Monday 5:00
Instructor	Dr. Patricia Hilliard, hilliardp@ccresa.net

CCTI Competencies 2018

Section 1: Planning for Learning and Assessment

I. Class Context

Teacher collects data on the school and students in the class. Data includes student demographic data, subgroups, language development needs, student learning needs and strengths. The teacher uses the data to help plan instruction and assessment.

II. Measuring Student Learning

Teacher designs a checkpoint and daily formative assessment plan that measures student learning in relation to the learning goals established. Assessments also measure student understanding of the connections among the content concepts in a timely and actionable manner.

III. Planning for Learning

Teacher plans lessons intentionally designed to develop thinking skills related to the learning goals (e.g. explain, interpret, compare, analyze, evaluate), knowledge of facts, concepts, skills, and processes. The required student use of academic language to develop and discuss content is included in the lesson plans. The ABC format is used for lessons involving new learning. Alignment of curricular standards, learning tasks, and resources and materials to the learning goal is evident.

Section 2: Delivering and Analyzing Effective Instruction

IV. Creating a Positive Learning Environment

Teacher creates a positive learning environment that supports student engagement through: 1) showing respect to every student; 2) establishing a positive rapport with every student; 3) providing opportunities for students to openly express their ideas in a positive manner; and 4) teaching students to respect one another.

V. Building Authentic Student Engagement

Teacher maximizes student learning by connecting new learning to students' prior knowledge. Teacher incorporates a range of higher order questions and instructional strategies to promote deeper understanding and mastery of the curricular standards for students.

VI. Analyzing Teacher Effectiveness

Based on the review of instruction, the teacher considers strengths and improvements to his/her practice. These strengths and areas for improvement are based on observed student engagement levels and student learning needs in relation to the learning goal. Suggested changes are specific, measurable, attainable, realistic, timely, and based on evidence of effect on learning.

VII. Analyzing and Responding to Student Learning

Teacher collects specific evidence of student learning in relation to the standards and analyzes it to identify patterns of learning for the class. Specific feedback is provided to students that addresses strengths and areas needing further support. Teacher creates opportunity for provided feedback to be used by students to improve knowledge and skills. Teacher determines next steps to improve student learning towards the learning goals.
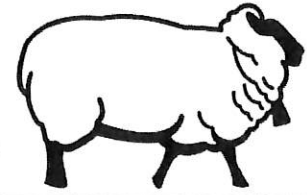
Reinforcing Diversity Through Teacher Residency Programs

By Justin Trinidad

This post is part of a week-long series about educator and leader pipelines. Read the rest of the series here.

Minority students make up a little more than half of the K-12 student population, but less than 20 percent of teachers are people of color. So students of color are rarely taught by people who look like them, and reasons range from poor recruitment and retention strategies to pipelines clogged by discrimination (as my colleague Katrina wrote).

Research has demonstrated over and over again that teacher diversity is vital to enhancing school experiences and academic outcomes for students of color, especially in high-need school districts. Increasing teacher diversity has positive effects beyond improving student test scores. For instance, teachers of color are more effective role models for students of color and are less likely to implement exclusionary discipline measures.

Teacher preparation programs at institutions of higher education lose potential candidates of color at multiple points. First off, undergraduate students are already less diverse than high school students. Secondly, a significant majority of education majors and teacher candidates enrolled in teacher preparation programs are white. During the 2012-13 school year, 25 percent of teacher candidates in preparation programs housed in institutions of higher education identified as individuals of color. In comparison, individuals of color made up 37 percent of all students in those institutions regardless of major.

One solution, which my colleague Ashley LiBetti and I discussed in our recent publication, is teacher residency programs. These alternatives to traditional programs have shown to improve teacher diversity. In the National Center for Teacher Residencies network, more than 45 percent of teacher candidates identify as people of color. And nearly 50 percent of Boston Teacher Residency candidates are teachers of color, compared to 38 percent of all teachers in Boston Public Schools.

Residencies appeal to more diverse candidates.

TEACHERS WHO IDENTIFY AS PEOPLE OF COLOR

OVER **45%**

National Center for Teacher Residencies Network

VS

18%

All New Teachers Nationally
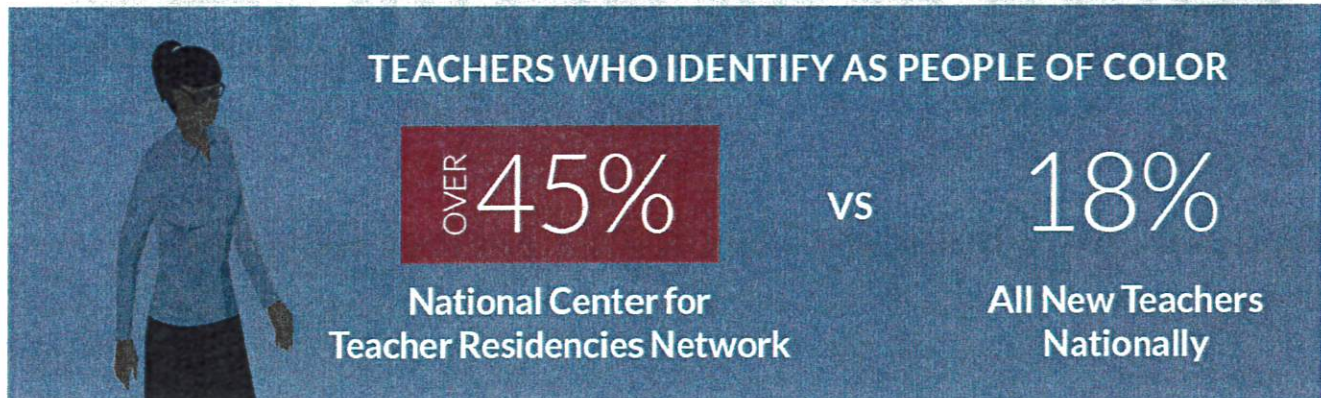
BELLWETHER
EDUCATION PARTNERS

"Trading Coursework for Classroom"
http://bit.ly/courseworkforclassroom

Residencies also target post-secondary graduates of color to ensure that they stay in the profession. Since almost half of students of color are first-generation college students, many do not have the same set of life skills and social capital as their peers who come from middle-to-high income backgrounds. Residency programs provide needed support for these teacher candidates of color as they navigate the teaching profession. For instance, the Southeast Asian Teacher Licensure (SEAT) program in St. Paul, MN primarily recruits immigrant paraprofessionals into their program, many of whom identify as English language learners. SEAT provides academic and personal advising, English language tutoring, technical assistance, and financial support to help teacher residents prepare for teacher licensure exams and successfully complete the program.

Residencies also increase diversity by intentionally recruiting teacher candidates of color who come from the local communities. For example, Nashville Teacher Residency works with community-based organizations to diversify its teacher candidate pipeline. These organizations work with specific ethnic groups that make up a significant proportion of the student population. Several programs also recruit individuals of color from high school alumni and paraprofessional networks to build a pipeline of candidates who bring local perspectives.

Without targeted and direct intervention, the number of teachers of color will continue to lag. While a large-scale approach is necessary, residency programs show promise in addressing this lack of diversity.

Leave a reply

This entry was posted in Equity, Talent and tagged #BWTalksTalent, Alternative Preparation, Recruitment, Retention, teacher residencies, Teachers of Color on August 30, 2018 [https://aheadoftheheard.org/reinforcing-diversity-through-teacher-residency-programs/] by Justin Trinidad.

CCRESA LEAD AND LEARN: A Network for New Principals
Original Program Description:
A support group will be convened for principals who began their first principalships in 2017-18 or 2018-19. The support group will meet, roughly, every month from September through May. Participants were surveyed to determine the format that they would prefer and the topics that they would like to discuss. The program description below reflects their preferences.

Status:
We have 29 first and second year principals registered from 11 districts. We'll be contracting with Anna Brady, a recently retired administrator from Guilford County Schools who was a high school principal and coached, supported, and evaluated principals in that district, to design and facilitate seven half-day programs. Anna and I have a rough outline of each session that is based on feedback that we received from participants. The sessions will include panels of practitioners and time for discussion among participants. It is our hope that relationships will develop to the point that members of the cohort will network and call upon each other this year and in the future.

There will be seven half-day sessions on Wednesday mornings followed by lunch. Dates for the meetings are as follows:

- September 26: Leadership Culture: It Starts with Me
- October 24: The Transformational Impact of Culture and Climate as a Foundation for Student Achievement and School Performance (Flip Flippen)
- December 12: Lifting the Leadership Lid: Coaching and Developing Teachers
- February 6: The Balancing Act: Improving Student Achievement and Getting Everything Done
- March 13: Everyone Communicates, Few Connect
- April 10: Using Data to Determine School Improvement Goals and Strategies
- May 8: Closing and Opening the School Year: Celebrating, Assessing, Reflecting, and Developing

We scheduled these dates after asking about best days and potential conflicts with district principal or leadership meetings. I hope that superintendents will support their principals' participation in this program by encouraging and making it possible for them to attend each session.

On the October 24th meeting date, nationally renowned consultant, Flip Flippen, will present to the group about creating a culture in their schools that supports students' social-emotional needs (He is a keynote speaker at another conference in Raleigh the previous day and we are getting him free of charge.). **I'd like to invite superintendents who have principals in the program to attend this**

session and to remain afterwards for a luncheon discussion. This would be a wonderful opportunity for principals to hear from their superintendents, feel supported by them, and have a chance to become better acquainted.

Supporting Documents
- List of Participants
- Anna Brady's Resume

Name	District	School	Year Became Principal
Daniel Wright	Franklin	Bunn High School	2018-19
David Averette	Franklin	Franklinton Middle School	2017-18
Falisa Carter	Franklin	Bunn Elementary	2018-19
Latoia Valentine	Franklin	Bunn Middle School	2018-19
Melissa Thomas	Franklin	Louisburg High School	2018-19
Brenda Williamson	Granville	Mary Potter MS	2018-19
David Hackney	Granville	Northern Granville Middle	2018-19
Janita Allen	Granville	Granville Central High School)	2018-19
Latisa McKnight	Granville	Creedmore Elementary	2017-18
Sherrie Burns	Granville	C. G. Credle Elementary	2018-19
Teresa McGhee	Granville	Stovall-Shaw Elementary	2018-19
Phil Cook	Greene	West Greene Elementary	2018-19
Amy Boyette	Halifax	Hollister Elementary	2017-18
Ben Eustis	Halifax	Scotland Elementary	2018-19
Arthur Christian	Northampton	Northampton County HS	2018-19
Chris Marks	Orange	Grady Brown Elementary	2018-19
Christine Kreider	Orange	Hillsborough Elementary	2018-19
Intisar Hamidullah	Orange	Cedar Ridge High School	2018-19
Lynn Brown	Orange	Pathways Elementary	2017-18
Stan Farrington	Orange	Partnership Academy	2018-19
Dustin Martin	Person	Stories Creek Elementary	2017-18
Allison Covington	Pitt	Belvoir Elementary School	2017-18
Leslie Hayes	Pitt	Ridgewood Elementary	2018-19
Lauren Hinnant	RRGS	Manning Elementary	2017-18
Marcus Carey	RRGS	Chaloner Middle	2018-19
Jacqueline Batchelor-Crossan	Vance	Pinkston Street Elementary	2018-19
Emily Chilton	Wilson	Rock Ridge Elementary	2018-19
Wendy Daniel	Wilson	Vinson-Bynum Elementary	2018-19
Annette Faison	Wilson	Frederick Douglass Elem.	2018-19

ANNA BRADY
309 Quarryrock Road, Holly Springs, NC 27540
annacbrady25@gmail.com 336-430-0049

LEADERSHIP EXPERIENCE

- School District Supervision
- Leadership Development
- Principal Preparation
- Principal/AP Training
- Coaching and Mentoring
- School Improvement

- Strategic Planning
- Program/Curriculum Design
- Communication Skills
- Team Building
- Public Relations/Marketing
- Recruitment and Retention

- Adult Education/Training
- Relationship Skill Development
- Urban and Rural School Settings
- Magnet/Option School Design Experience (AP/IB/Spanish Immersion, PVA, Career-Tech)

SCHOOL SUPPORT OFFICER
Learning Area 9 - Guilford County Schools
Greensboro, NC – Aug. 2017-Feb. 2018

- Provided leadership coaching, school improvement feedback, and supervisory support, to ten middle and high school principals in Learning Area 9, through a new organizational structure, aligned to extensive research on principal supervision and school improvement.

- Conducted school and classroom walk-throughs, observed and evaluated principals, and recommended the hiring and dismissal of principals and assistant principals to the Superintendent.

- Served as the liaison between principals and the Superintendent and Chief of Schools.

- Provided input into long-range improvement plans, and monitored the development and implementation of School Improvement Plans, Title I Plans, and school budgets.

- Monitored the implementation of safe school programs and resolved conflicts between schools, parents, and community members by responding to school concerns within the community.

INTERIM NORTHERN REGION SUPERINTENDENT
Guilford County Schools
Greensboro, NC - Feb. 2017-Jul. 2017

- Supervised and evaluated 33 principals in the Northern Region, while serving as liaison between principals, the Superintendent, and Chief Academic Officer to improve academic achievement, resolve school-based and community concerns, and provide feedback and coaching support to principals in the areas of instruction, supervision, parent-community relations, and school culture.

- Served on the Superintendent's Cabinet and Chief Academic Officer's Academic Services Team, and participated in the development and implementation of the district's priorities and strategic planning goals.

- Conducted school and classroom walk-throughs, observed and evaluated principals, recommended the hiring and dismissal of principals and assistant principals to the Superintendent, and maintained an aligned K-12 instructional program to ensure academic achievement, working closely with the Northern Region's lowest performing schools.

EXECUTIVE DIRECTOR
Guilford County Schools - Northern Region and Western Region
Greensboro, NC – Jan. 2015-Feb. 2017

- Led the day-to-day operations for the GCS Northern Region, which included 33 schools in Greensboro, Brown Summit, McLeansville and Summerfield. (Served as the Western Region executive director for 30 schools following a three-month special assignment principalship at the Early College at Guilford.

- Conducted school and classroom walk-throughs, observed and evaluated principals, and resolved concerns between schools, parents, and community members.

- Led the Northern Region curriculum coach's professional learning community sessions, and monitored the district benchmark and assessment data for the K-12 schools, ensuring the alignment of instructional resources, strategies, and service delivery plans were in implemented.

- Reviewed, approved, and monitored School Improvement Plans, Title I Plans, Safe School Plans, and budget workbooks, working closely with regional identified Low Performing Schools.

EXECUTIVE DIRECTOR
Piedmont Triad Leadership Academy (PTLA)-UNC-Greensboro
Greensboro, NC – Jul. 2011-Jan. 2015

- Led the PTLA day-to-day operations, development, training, and executive coaching for the $6.2 million dollar North Carolina Race to The Top Federal grant funded school leadership program designed to prepare aspiring principals to lead high needs schools.

- Delivered successful program outcomes to include: <15% acceptance rate, 100% participant graduation rate, > 90% school and district leadership placements (2018 data).

- Developed a five-member leadership team and collaborated with university officials, professors, district Superintendents, and advisory council members on curriculum design, leadership coaching, principal mentoring, program assessments, full-time principal residencies, and field experiences.

- Provided external development through local and State Board of Education meetings, North Carolina Department of Public Instruction meetings, NC General Assembly Joint Education Oversight Committee meetings, and national conference presentations.

ADJUNCT INSTRUCTOR
UNC-Greensboro
Greensboro, NC – Jul. 2011-Jan. 2015

- Taught, coached, and supervised three cohorts of aspiring school leaders through the Piedmont Triad Leadership Academy for high needs schools in the Piedmont-Triad Area.

- Co-designed and developed curriculum and training modules with Educational Leadership professors.

- Collaborated with the Northeast Leadership Academy Educational Leadership staff (NC State University) and the Sandhills Leadership Academy to build and promote a transformational model of school leadership development.

- Partnered with four school districts to develop a "grow your own" pipeline for school leadership development, specifically targeting the knowledge, skills, and relevant experiences needed to lead the most high-need schools.

PRINCIPAL
Grimsley High School
Guilford County Schools, Greensboro, NC 2008-2011

(2010-2011)

- Transformed the school culture with positive three-year improvement strategies through collaborative partnerships with administrative team, staff, students, parents, district office, alumni, and community
- Ranked 99 in the Top 1,000 High Schools in US by Washington Post
- Ranked 343 in the Top 1,200 America's Best High Schools by Newsweek magazine
- Achieved School of Distinction recognition with 80.5% Performance Composite
- Met Expected Growth
- Met 18 of 20 AYP Performance Targets
- Improved Graduation Cohort Rate to 84.4%
- Maintained high SAT rate of 1080 with a SAT Participation Rate of 75%
- Decreased disciplinary/safe school incidences by 50% over three years
- Maintained Student Attendance Rate at 94%
- Managed the AP, IB, Spanish Immersion curriculum specialties
- Increased grade level promotion rates over three years

(2009-2010)

- Ranked 78 in the Top 1,200 America's Best High Schools by Newsweek magazine
- Achieved NC School of Distinction recognition with 81.2 Performance Composite
- Met Expected Growth
- Increased Algebra 1 proficiency from 28.0% to 61.8%
- Improved Graduation Cohort Rate from 79.6% to 83.8 %
- Improved NC Teacher Working Conditions Survey in all leadership ares (March, 2008-March, 2010)
- Improved Overall Teacher Satisfaction Rate from 62.0% (March, 2008) to 91.4% (March, 2010)
- Improved SAT score to 1,114
- Improved SAT Participation from 70% to 77%
- Attained Attendance Rate of 94% (1715 students)
- Decreased disciplinary incidences by 40%
- Decreased safe schools incidences
- Launchd the weekly Whirlie Wednesday Professional Learning Community Day to increase teacher and team planning, staff collaboration, and student tutoring and club participation
- Implemented Extended Learning for students with a C or lower in one or more courses
- Increased grade level promotion rates

(2008-2009)

- Began revitalization strategies for the improvement of the school culture for teaching, learning, student achievement, safety, overall working conditions satisfaction, school spirit, and family and community support as the fourth principal in three years
- Restructured school expectations, policies, procedures to transform the school culture
- Met 17 of 21 AYP Performance Targets
- Achieved 74.9% Performance Composite
- Achieved a Graduation Cohort Rate of 79.6%
- Achieved SAT 1,100 score with a SAT Participation Rate 70%
- Attained Attendance Rate of 95% (1795 students)
- Established faith-based and community partnerships
- Re-energized the PTSA Board and members to support the new school vision and goals
- Strengthened the School Improvement Team and developed additional small staff teams to lead school improvement target areas
- Established student support groups to increase student engagement

PRINCIPAL
Weaver Academy Performing-Visual Arts/Advanced Technology
Guilford County Schools Greensboro, NC 2005-2008

(2007-2008)

- Ranked 124 in the Top 1,200 America's Best High Schools by Newsweek magazine
- Ranked among nation's best high schools, U.S. News & World Report Honorable Mention
- Recognized as One of the GCS 16 Most Improved Schools (120+ schools in district)
- Achieved Honor School of Excellence recognition
- Met Expected Growth
- Met all AYP Performance Targets
- Achieved First Time-Graduation Cohort Rate of 100 %
- Achieved SAT 1108 score with SAT Participation Rate of 94%
- Attained NC Working Conditions Survey Overall Satisfaction Rate of 86.5%
- Attained Attendance Rate of 96%.
- Recognized for Career and Technical Education student and teacher awards and certifications

(2006-2007)

- Earned School of Distinction Recognition for High Growth
- Met all AYP Performance Targets
- Achieved Graduation Cohort Rate of >95%
- Achieved SAT 1117 score with SAT Participation Rate of 89%
- Attained Attendance Rate of 97%.
- Recognized for Career and Technical Education student and teacher awards and certifications

(2005-2006)

- Graduated first senior class for the Performing and Visual Arts Academy
- Attained Graduation Cohort Rate of >95%
- Met all AYP Performance Targets
- Achieved SAT score of 1097 with SAT Participation Rate of 88%
- Attained Attendance Rate of 98%
- Recognized for Career and Technical Education student and teacher awards and certifications

ASSISTANT PRINCIPAL
The Academy at Lincoln (New Performing/Visual Arts & Global Studies Magnet)
Guilford County Schools, Greensboro, NC Mar., 2005-Jun., 2005
   o   Assigned to assist with the new performing/visual arts middle school design, hiring, and opening of school

Page High School
Guilford County Schools, Greensboro, NC Sept., 2004-Feb., 2005

SCHOOL COUNSELOR
Weaver Academy for Performing & Visual Arts/Career and Technical Education,
Guilford County Schools, Greensboro, NC 2000-2004
   o   Served as the Academy Coordinator and an advisory member of the school design team in 2002 prior to opening the full-time performing and visual arts school in 2004.)

Northeast Guilford High School, Guilford County Schools, Greensboro, NC 1999-2000

Eastern Randolph High School, Randolph County Schools, Asheboro, NC   1994-1999

SCHOOL SOCIAL WORKER
Randolph County Schools
Asheboro, NC 1989-1994

ACHIEVEMENTS AND RECOGNITIONS
- 2011-12 NC A&T State University Co-Recipient Chancellor Emeritus Edward Fort Leadership Award
- 2010-11 Wells Fargo North Carolina Principal of the Year Finalist
- 2010-11 Wells Fargo Piedmont Triad/Central Regional Principal of the Year
- 2010-11 Guilford County Schools Principal of the Year
- 2010-11 Guilford County Schools Secondary Principal of the Year
- 2009-10 Guilford County Schools Secondary Principal of the Year
- 2009-10 Robert A. Clendenin Outstanding High School Administrator - GCS Council of PTAs
- 2007-08 Guilford County Schools Principal of the Year nominee
- 1996-97 Randolph County Schools Counselor of the Year

PROFESSIONAL AND COMMUNITY AFFILIATIONS
- North Carolina Association of School Administrators
- North Carolina Principals and Assistant Principals Association
- Association for Supervision and Curriculum Development
- North Carolina Association for Supervision and Curriculum Development
- National Association of Secondary School Principals
- North Carolina Counseling Association
- National Board of Certified Counselors
- State Employees Credit Union Advisory Board Member-Cary Crossroads Branch
- Previous member-NC Superintendent's Principal Advisory Committee
- Previous NCDPI Principal of the Year Committee
- Previous Advisory Board member High Point University Leadership Academy
- Previous Advisory Team Member UNC-Greensboro MSA Curriculum
- Previous member Guilford County Schools district advisory and planning teams
- Previous member-GCS Say YES Task Force, District Advisory Teams
- Previous member-NC BEST-NC Business for Educational Success & Transformation K-12
- Previous Historical Museum Board of Trustee
- Previous member of the Greensboro Children's Museum Education Committee
- Hospice of Greensboro supporter

EDUCATION
- Master of School Administration, NC A&T State University, Greensboro, NC - 2006
- Master of Science, School Counseling, NC A&T State University, Greensboro, NC - 1996
- Bachelor of Science, School Social Work, UNC-Greensboro, Greensboro, NC -1990
- Bachelor of Arts, Sociology, High Point University (College), High Point, NC - 1984

LICENSURE, CERTIFICATIONS, SPECIALIZED COACHING TRAINING
- Professional Educator License
  - NC Principal (K-12)
  - NC School Counselor (K-12)
  - NC School Social Work
  - NC Sociology (9-12)

- New Leaders Transformational Leadership Framework Training, Principal Supervisor Training
- Center for Creative Leadership, "Coaching for Greater Effectiveness"
- Center for Creative Leadership Assessment Certification (360 Assessment)
- John C. Maxwell Team Leadership Certification/Mentorship Program: Coach, Teacher, Speaker

LOCAL, STATE, AND NATIONAL PRESENTATIONS

November 13, 2014   Piedmont Triad Education Consortium Professional Development
Courageous Conversations: When to Hold 'Em, When to Fold 'Em
Inspiring STARS, LLC; Greensboro, *NC*

November 6, 2013   North Carolina School Counselors Association
Academic & Personal/Social & Career Domains: Work and Collaborative
Session for School Counselor Directors/Supervisors
Greensboro, NC- Koury Convention Center

September 24, 2013   Piedmont Triad Education Consortium Professional Development
Rejuvenating and Equipping Leaders for 21st Leadership Challenges
Inspiring STARS, LLC; Greensboro, *NC*

March 18, 2013   American Association for Curriculum and Supervision and Development
The PTLA Way: Preparing Future Principals of High Need Schools
Chicago, IL

January 8, 2013   NC Legislative Retreat Sponsored by the Hunt Institute
The Impact of NC Regional Leadership Academies, Pinehurst, NC

March 21, 2012   DPI Collaborative Conference for Student Achievement
Preparing the Soil: Strategic Leadership in Action, Greensboro, NC

February 9, 2012   North Carolina Association for Curriculum and Supervision Conference
Preparing Aspiring School Leaders for High Needs Schools, Pinehurst, NC

November 18, 2012   University Council for Educational Administration (UCEA) Conference
Getting Started: Lessons from Race to the Top Funded School Leaders, Denver, CO

December 8, 2011   Guest Panelist for *Leadership North Carolina*
Collaborative Partnerships in Education, Winston-Salem, NC

November 18, 2011   University Council for Educational Administration (UCEA) Conference
Racing to the Top with Regional Leadership Academies: How North Carolina Is Preparing
School Leaders with New Federal Funds, Pittsburgh, PA

I have conducted numerous guest speaking engagements and panelist moderations throughout my career.

PROFESSIONAL REFERENCES

Dr. Sharon Contreras, Superintendent, Guilford County Schools
Guilford County Schools, Greensboro, North Carolina 336-370-8992; contres@gcsnc.com

Dr. Tony Watlington, Chief of Schools, Guilford County Schools
Guilford County Schools, Greensboro, North Carolina 336-215-9727; watlint@gcsnc.com

Mr. Maurice Mo Green, Executive Director, Z. Smith Reynolds Foundation, (Former GCS Superintendent)
102 W Third Street, Winston-Salem, North Carolina 27101 704-281-5784; mog@zsr.org

Dr. Elizabeth Folger, Deputy Superintendent, Onslow County Schools (Former GCS Supervisor)
Jacksonville, North Carolina; (910) 455-2211 Ext. 20300; beth.folger@onslow.k12.nc.us

Dr. Terry Worrell, Superintendent, Asheboro City Schools (Former GCS Regional Supervisor)
Asheboro, North Carolina 336-625-5104; tworrell@asheboro.k12.nc.us

Dr. Randy Shaver, Retired School Support Officer, Guilford County Schools
Kernersville, North Carolina 336-708-2996; rshaver@hotmail.com

Dr. Larry Coble, Executive Director - School Leadership Services, (Former PTLA Board Co-Chair and Former Executive
Director of the Piedmont Triad Education Consortium)
Clemmons, North Carolina 336-712-3396; lrrycble@bellsouth.net

Dr. Craig Peck, Associate Professor of UNC-Greensboro (Former Piedmont Triad Leadership Academy
Coordinator), Greensboro, North Carolina 336-908-7262; c_peck@uncg.edu

Dr. Vernon Farrington, (Former GCS Supervisor)
High Point, North Carolina 336-706-8376; farringtonv14@ecu.edu

Equity
Original Program Description:
Last year the Equity Advisory Council and I decided upon the following goals for the group this year:

Professional Learning for School and District Leaders
CCRESA will jump-start and/or expand districts' efforts in achieving greater equity by offering one or two-day programs for school and district leaders that help them perceive their schools through a racial equity lens and the implications that racial bias has on their institutions. After these introductory sessions, the CCRESA may support more in-depth professional learning in areas such as those that promote (1) approaches for reducing out-of-school suspensions, (2) instructional practices that are culturally responsive, and (3) safe, respectful, and healthy school cultures.

Building the Capacity of District Equity Leaders and Sharing Best Practices
The CCRESA will enhance the capacity of Equity Council members to be equity leaders in their districts. In addition to their participation in the sessions described above, Council members will meet approximately three times per year to share best practices, to engage in discussions around recommended articles, reports, or books, and to share progress that each is making and/or obstacles that are impeding their progress.

Supporting Development of Comprehensive Equity Plans
Some of our districts already have equity plans, in some cases, incorporated within their districts' strategic plans. Others are just at the initial planning stages or considering whether or not they want to develop equity plans. The CCRESA will provide support to districts interested in developing equity plans.

Status Report:
Last week, I met with teams of equity leaders from the Durham Public Schools and the Wake County Public School System to discuss the programming that they are doing in their respective districts and what resources they might be able to contribute to the CCRESA's own program plans as described above. We decided upon the following next steps:

- I will present a proposal to the CCRESA Board of Directors on September 7th to contract with the Racial Equity Institute to conduct a "Groundwater" program for superintendents and Equity Advisory Council members, hopefully, in the October – December time frame. If the Board approves this proposal, representatives from Wake and Durham will plan a one-hour program that will immediately follow the REI session that same day to focus on how the issues raised by REI apply to the K-12 education setting. It is hoped that this joint session involving superintendents and equity leaders will lead to further discussion and direction about what role the Board would like

the CCRESA to play in helping them advance an equity agenda in their districts.

- The Equity Advisory Committee will meet approximately three times during the course of the year to develop the capacity of district equity leaders. The focus of the October 4th session will be on the roles that those charged with promoting an equity agenda can play in their respective districts. Advance materials are being collected by Wake and Durham representatives and will be shared with Equity Advisory Committee members in advance. The Wake and Durham staffs will lead the discussion at the October 4th meeting and participants will be asked to be prepared to share some success stories and/or experiences related to the promotion of equity in their districts.
- Ideas for a one-day Equity conference will be solicited at the October 4th meeting. It was suggested that the conference might be primarily for principals and focus on, specifically, what equity looks like in the classroom. We would want to provide enough information and resources to participants so that they would have the capacity to further this work in their schools and to share with colleagues.
- The Wake staff members volunteered to create a Google Doc highlighting regional, state, and national opportunities for professional learning around equity and race. This will be shared with all members of the Equity Advisory Council who will be invited to supplement the calendar of events.
- I will create a space or forum for districts to share their equity plans or portions of their strategic plans that address issues around equity and race.

Implementation Science

Original Program Description:

The CCRESA will partner with one or more local universities to provide professional learning on how district or school leaders can employ Implementation Science to enhance the likelihood of success for the innovations that they are considering for their districts or schools.

Status:

I met with a Diana Lys, Jill Hamm, Lora Cohen-Vogel, and Martinette Horner from UNC-Chapel Hill's School of Education on August 23rd to explore a partnership. We agreed that I would check with my Board to see if it was OK with placing a 45-60 minute item on our next Board agenda (morning of Friday, October 26) to learn more about the purpose and value of Implementation and/or Improvement Science. If so, the CCRESA could work cooperatively with UNC-CH in seeking a grant for funding to conduct educational programs in selected or interested districts and provide support for implementation. My understanding was that without a grant the UNC School of Education would not have the resources to support several of our districts in identifying one or more problems of practice and assisting them in learning the tenets and tools of Implementation Science and coaching them in their implementation of evidence-based prototypes.

Annually, the Carnegie Foundation hosts a summit on Implementation/Improvement Science in San Francisco. Faculty from the School of Education usually present at this summit, and the CCRESA may want to consider sending one or two representatives.

I would be interested to hear if any of our districts have applied to participate in the Schools that Lead initiative that DPI is supporting to promote Improvement Science in 60 schools in North Carolina.

Supporting Documents:
- NIRN: The Hexagon Tool

Developing Codes of Conduct and Implementing Supportive School Environments and Restorative Practices

Original Program Description:

Consultants will describe what is entailed in developing a supportive environment in schools that includes the use of restorative practices to help students learn and grow from their experiences. Districts also will receive guidance and resources to develop Codes of Conduct that promote responsible student behavior and the development of positive attitudes to serve them as they grow into adulthood.

Status:

This topic seems particularly timely in light of the current discussions about an MOU between school boards and various governmental and judicial agencies regarding student discipline/consequences. I'm in discussions with **Engaging Schools** to offer a two-day session, hopefully in October, on the issues specified in the program description above. Engaging Schools offered a similar program a few years ago that was well received and led to some districts implementing restorative justice programs and/or revising their Student Code of Conduct. Carol Lieber, who was one of the consultants that worked with us previously, will facilitate this program and is excited to do so.

After a slow start in getting a proposal from Engaging Schools, I spoke with Carol today and she intends to send me a brief program description tomorrow. Hopefully, by the time of our Board meeting, I'll have for you this description and confirmed dates in October.

The Hexagon Tool: Exploring Context

nirn National Implementation Research Network

State Implementation
&Scaling-up
of Evidence-based Practices

Citation and Copyright

Suggested citation:

Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

This document is based on the work of Kiser, Zabel, Zachik, & Smith (2007) and the National Implementation Research Network (NIRN).

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About

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

email: nirn@unc.edu
web: http://nirn.fpg.unc.edu

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting students, especially those with disabilities.

email: sisep@unc.edu
web: http://www.scalingup.org

The Hexagon Tool helps states, districts, and schools systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EII) include:

- **Needs** of students; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, curricula, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

A thorough exploration process focused on the proposed program or practice will help your Implementation Team(s) have a productive discussion related to the six areas listed above, and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist you in communicating with stakeholders and in developing an Implementation Plan.

There are a number of discussion prompts listed under each area of the hexagon. These prompts are not exhaustive, and you may decide that additional prompts need to be added. The prompts direct you to relevant dimensions that your team may want to discuss before rating the factor.

For example, under the area labeled *Fit,* you are reminded to consider:

- How the proposed intervention or framework 'fits' with other existing initiatives and whether implementation and outcomes are likely to be enhanced or diminished as a result of interactions with other relevant interventions
- How does it fit with the priorities of your state, district, or school?
- How does it fit with current state, district, or regional organizational structures?

- How does it fit with community values, including the values of diverse cultural groups?

Recommendations for Using the Hexagon Tool

The following are SISEP recommendations for using the tool:

1. Assign team members to gather information related to the six factors and to present the information to the decision-making group or relevant Implementation Team. Following report-outs related to each area and/or review of written documents, team members can individually rate each area on a 1 to 5 scale, where 1 indicates a low level of acceptability or feasibility, 3 a moderate level and 5 indicates a high level for the factor. Midpoints can be used and scored as 2 or 4.

2. You can average scores for each area across individuals and arrive at an overall average score, with a higher score indicating more favorable conditions for implementation and impact. However, cut-off scores should not be used to make the decision.

3. The scoring process is primarily designed to generate discussion and to help arrive at consensus for each factor as well as overall consensus related to moving forward or not. The numbers do not make the decision, the team does. Team discussions and consensus decision-making are required because different factors may be more or less important for a given program or practice and the context in which it is to be implemented. There also will be trade-offs among the factors. For example, a program or practice may have a high level of evidence with rigorous research and strong effect size (Evidence), but may not yet have been implemented widely outside of the research trials[1]. This should lead to a team discussion of how ready you are to be the "first" to implement in typical educational settings in your area. Or the team may discover that excellent help is available from a developer, purveyor, or expert Training or Technical Assistance, but that ongoing costs (Resource Availability) may be a concern.

4. We recommend that after reviewing information related to each factor, individually scoring each factor, summarizing ratings, and discussing the strengths and challenges related to each factor of the proposed intervention, that the team members decide on a process for arriving at consensus (for instance, private voting or round-robin opinions followed by public voting

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[1] Usable Interventions - To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. So, an intervention needs to be teachable, learnable, doable, and be readily assessed in practice.
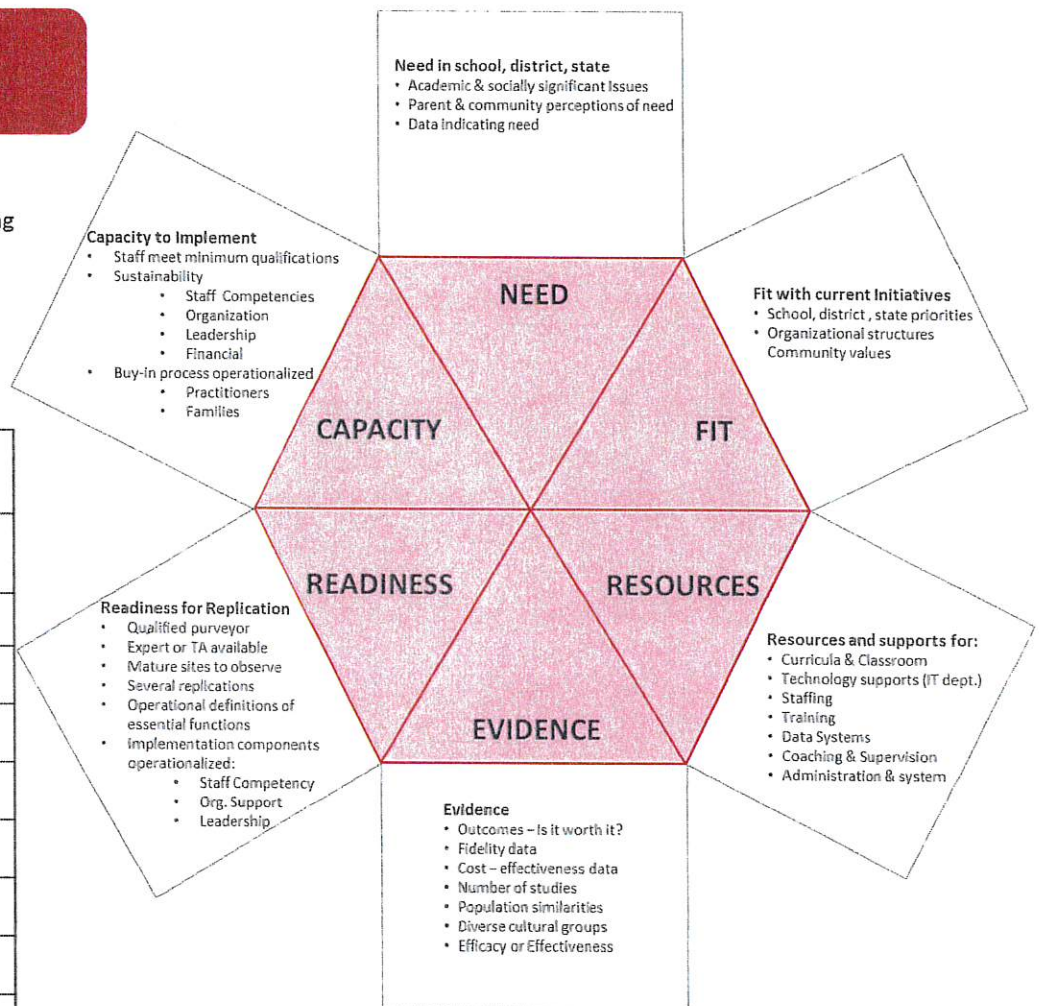
The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

Need in school, district, state
- Academic & socially significant Issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement
- Staff meet minimum qualifications
- Sustainability
  - Staff Competencies
  - Organization
  - Leadership
  - Financial
- Buy-in process operationalized
  - Practitioners
  - Families

Fit with current Initiatives
- School, district , state priorities
- Organizational structures
  Community values

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- implementation components operationalized:
  - Staff Competency
  - Org. Support
  - Leadership

Resources and supports for:
- Curricula & Classroom
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

NEED
FIT
RESOURCES
EVIDENCE
READINESS
CAPACITY

ACT Support

In response to a request for ACT to conduct a program, similar to one offered in the past, on how school personnel can effectively use the results that they receive on their students' performance on the ACT, I contacted ACT. I was successful in getting the ACT representatives to offer two, back-to-back, half-day sessions for free on October 17th. The ACT consultants will offer "Interpreting Pre-ACT and ACT Test Data for Student Success" in the morning and "Begin with the End in Mind" (aligning curriculum with ACT assessments) in the afternoon. The intended audience will be school-based administrators, test administrators, and counselors and district administrators responsible for curriculum, counselors, testing, or high school oversight.

Supporting Documents
Catalog of Services is available online.

Book Studies

For the third year, the CCRESA will offer book studies that are facilitated by the Executive Director. The six books for 2018-19 are (registered participants in parentheses. We cut off registration at 24.):

- The Culture Code by Daniel Coyle (21)
- Most Likely to Succeed by Tony Wagner and Ted Dintersmith (14)
- Decisive by Chip and Dan Heath (12)
- What School Could Be by Ted Dintersmith (24)
- The End of Average by Todd Rose (14)
- The Power of Moments by Chip and Dan Heath (22)
- VitalSmarts: Crucial Conversations, Crucial Accountability, and Influencer. (24)

Multi-disciplinary Units	District
Definitely interested and our district would like to participate	Halifax
Definitely Interested and our district will probably participate	Nash-Rocky Mount Public Schools
	Edgecombe
	RRGSD
Interested, but not sure if our district will participate	CHCCS
	Pitt
	Person
	Orange
	Wake County Public School System
	Vance County Schools
	Granville Co
Probably not interested but support CCRESA offering to other districts	Johnston
	Greene
	Franklin
	Northampton
Not interested and don't believe CCRESA should offer	Durham

Engaging Schools	District
Definitely interested and our district would like to participate	Pitt
	CHCCS
Definitely interested and our district will probably participate	RRGSD
	Wake County Public School System
	Vance County Schools
	Granville Co
	Halifax
	Franklin
	Northampton
Interested, but not sure if our district will participate	Nash-Rocky Mount Public Schools
	Johnston
	Edgecombe
	Greene
Probably not interested but support CCRESA offering to other districts	Person
	Orange
Not interested and don't believe CCRESA should offer	Durham

Equity	District
Definitely interested and our district would like to participate	Nash-Rocky Mount Public Schools
	Pitt
	Orange
Definitely interested and our district will probably participate	RRGSD
	Wake County Public School System
	Granville Co
	Johnston
	Franklin
	Edgecombe
	Halifax
	Greene
Interested, but not sure if our district will participate	Vance County Schools
	CHCCS
	Person
Probably not interested but support CCRESA offering to other districts	Northampton
Not interested and don't believe CCRESA should offer	Durham

Support Group for 1st Year Principals	District
Definitely interested and our district would like to participate	Greene
	Orange
	Vance County Schools
	Franklin
	Durham
	Northampton
Definitely interested and our district will probably participate	RRGSD
	Granville Co
	Edgecombe
	Halifax
	Johnston
Interested, but not sure if our district will participate	Wake County Public School System
	Pitt
	Nash-Rocky Mount Public Schools
Probably not interested but support CCRESA offering to other districts	CHCCS
	Person

Support Group for Principals of Restart Schools	District
Definitely interested and our district would like to participate	Vance County Schools
	Halifax
	Northampton
Definitely Interested and our district will probably participate	Edgecombe
Interested, but not sure if our district will participate	Johnston
	Durham
	Nash-Rocky Mount Public Schools
Probably not interested but support CCRESA offering to other districts	RRGSD
	Granville Co
	Greene
	Orange
	Wake County Public School System
	CHCCS
	Franklin
	Pitt
	Person

Implementation Science	District
Definitely interested and our district would like to participate	Halifax
	Orange
Definitely interested and our district will probably participate	Granville Co
	Northampton
	Person
	Franklin
	Nash-Rocky Mount Public Schools
Interested, but not sure if our district will participate	Vance County Schools
	RRGSD
	Edgecombe
	Pitt
	Johnston
Probably not interested but support CCRESA offering to other districts	Wake County Public School System
	CHCCS
	Durham
	Greene

August 17, 2018

North Carolina School Superintendents' Association
Mr. Jack Hoke, Executive Director
P.O. Box 6188
Hickory, NC 28603

Mr. Hoke,

Thank you for allowing me to spend time with the Executive Board of the North Carolina School Superintendents' Association on Tuesday, August 14, 2018. Hopefully, this was one of several opportunities for local superintendents to provide feedback on the proposed Regional Support Structure, which was proposed in the EY report.

Below is a list of considerations that were requested during our conference call:

- Include licensure as a part of the Regional Support Teams
- Ensure that the RESAs are included in the discussion of regional supports
- Consider more coaching and be cautious of a "take over" approach
- Push back the timeline for unveiling the new model to ensure readiness
- Blend the LEA request for service with the review of LEA data to determine the services offered to LEAs
- Look at Google Docs as a collaborative tool with LEAs
- Use the Regional Support Structure to share best practices in each region
- Ensure that the Regional Support Teams are fully staffed
- Ensure that reference checks are done with the LEAs if LEA staff are applying for positions on the Regional Support Teams

This feedback will be shared with the North Carolina State Superintendent and the North Carolina State Board of Education, along with the feedback from other stakeholder groups.

This feedback will also be used to make adjustments in the implementation plan for the Regional Support Team Structure. I have also included a copy of the EY report from May 1, 2018. Please feel free to provide additional considerations directly to my email address since I, along with others at NCDPI, will be working diligently to ensure that we plan and implement a sound model of support.

Maria Pitre-Martin, PhD

North Carolina Department of Public Instruction

Follow-up to last week's conference call

Maria Pitre-Martin <Maria.Pitre-Martin@dpi.nc.gov>   Tue, Aug 28, 2018 at 12:24 PM
To: Neil Pedersen <director@ccresa.net>, Don Martin <dmartin@highpoint.edu>, Dwayne Stallings
<dwaynekstallings56@gmail.com>, James Simeon <jimsimeon@icloud.com>
Cc: "Dr. Jan Webster" <jwebster@wresa.org>, Kathy Spencer <sealliance16@gmail.com>, Lillie Cox <lillie.ptec@gmail.com>,
Reeves McGlohon <reevesmcglohon@gmail.com>

August 28, 2018

Dear RESA Directors,

Thank you for allowing me to spend time with you all on Tuesday, August 21, 2018. Hopefully, this was one of several opportunities for you to provide feedback on the proposed Regional Support Structure, which was recommended in the EY report.

Below is a list of considerations that were requested during the conference call:

- Ensure that Regional Case Managers know their Regions
- Consider including the Regional Case Managers in RESA job-alike meetings
- Consider the RESA calendar of events when planning Regional Support Team events
- Allow LEAs in current RESAs to receive support from the corresponding Regional Support Team
- Include RESA Directors in the review of LEA data (Team Approach)
- Consider how student support services can be in included on the Regional Support Teams
- Consider how the RESAs can coordinate professional learning opportunities to support NCDPI's Catalog of Services/Supports
- Consider how RESA Directors can provide input on the selection of the Regional Case Managers

This feedback will be shared with the North Carolina State Superintendent and the North Carolina State Board of Education, along with the feedback from other stakeholder groups.

This feedback will also be used to make adjustments in the implementation plan for the Regional Support Team Structure.

I have included a copy of the EY report from May 1, 2018 and **in light of your request to provide some input into how the Regional Case Managers are selected, we have included the draft selection documents. Please provide feedback on the following by Friday, Sept. 7, 2018 (if possible):**

- The email and supporting documents that the candidates will receive
- The interview questions being proposed
- The proposed writing sample being requested of the candidates

Please feel free to provide your feedback regarding the selection documents and any other considerations directly to my email address. I, along with others at NCDPI, will be working diligently to ensure that we plan and implement a sound model of support.

Finally, I truly appreciate your partnership in this effort and I look forward to the great work we can do together.

Maria Pitre-Martin, PhD

Deputy State Superintendent of District Support

North Carolina Department of Public Instruction

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[F] 919-807-4065

[E] maria.pitre-martin@dpi.nc.gov

2 attachments

EY NC DPI_Final Recommendations_SBE.v3 - May 1, 2018.pdf
3965K

RCM Selection Document.pdf
1538K

Further Comments on the Regional Support Team/Case Management Model

Neil Pedersen <director@ccresa.net>   Wed, Aug 22, 2018 at 10:52 AM
To: Maria Pitre-Martin <Maria.Pitre-Martin@dpi.nc.gov>
Cc: Don Martin <dmartin@highpoint.edu>, "Dr. Jan Webster" <jwebster@wresa.org>, Dwayne Stallings
<dwaynekstallings56@gmail.com>, Jim Simeon <jsimeon@nc.rr.com>, Kathy Spencer <sealliance16@gmail.com>, Lillie Cox
<lillie.ptec@gmail.com>, Reeves McGlohon <reevesmcglohon@gmail.com>
Bcc: Russell Holloman <russellholloman@fcschools.net>, Cathy Moore <cqmoore@wcpss.net>, "Dr. Alisa McLean"
<mcleana@gcs.k12.nc.us>, "Dr. Anthony Jackson" <ajackson@vcs.k12.nc.us>, "Dr. Barbria Bacon"
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Mills <lane.mills@wilsonschoolsnc.net>, Pam Baldwin <pbaldwin@chccs.k12.nc.us>, Pascal Mubenga
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<rhondaschuhler@fcschools.net>, Rodney Peterson <petersonr@person.k12.nc.us>, Ross Renfrow
<rossrenfrow@johnston.k12.nc.us>

Maria,
Thanks for the phone call yesterday. It, certainly, helped to clarify how DPI intends to provide services to low-performing
schools and districts in the coming years. I'd like to share some additional comments with you as you move forward with
the implementation of the model.

- From a big picture standpoint, I'm not seeing a lot of difference between the Case Manager and Regional Support
  Team model and the "old" round tables and regional centers that existed last year. That may be a reflection of the
  cooperative relationship that I had with Jim Coon and Angela Jackson and the competence of these individuals.
  The major difference seems to be the loss of the transformation coaches. One positive difference from the model
  used in the recent years, however, is that Angela and her team had responsibilities for two regions whereas it will
  be quite beneficial for each region to have its own team. I'm also pleased to hear that the RSTs will be aligned with
  the RESAs. This will be very helpful.
- I would encourage consideration of the Foundations for Reading and Math position being broken into two positions
  with an ELA and a Math specialist. These, obviously, are critical content areas for which schools are accountable.
  It also seems that a STEAM specialist should be provided given the state's emphasis in this area. If these
  additional positions can't be accommodated on teams, will there be adequate resources in Raleigh that can be
  tapped? It seems that the staffs in these and other areas have been reduced in recent years and have been
  inadequate to support our schools.
- Although I realize that cuts at DPI had to be made, it seems to me that the impact of the loss of coaches is being
  overlooked. There is much literature to support the effectiveness of coaches for teachers and school and district
  leaders. The assumption in this model seems to be that the Case Manager and her/his team can examine the data
  for dozens of schools and make recommendations that school leaders wouldn't have thought of and should now
  implement. I suspect that recommended strategies that haven't been implemented are more likely due to school
  administrators not having the knowledge or the resources to implement effective strategies or programs than that
  they don't know what to do. Coaches can provide on-the-job training and, I would hope, can leverage some
  additional resources. I realize that the coaches are gone, but an effective new model is going to have to
  compensate for their loss.
- I believe all of the Executive Directors of the RESAs will want to remain abreast of the work of the RSTs and the
  resources that they can offer. At the same time, we are independent organizations (most of us are 501(c)3's) that
  receive no funding from DPI. The one exception has been the contract to support the Digital Learning Competency
  training. Hopefully, this can be used as a model when the RSTs need the support of the RESAs.
- I agree with my colleagues' comments yesterday regarding the importance of the Case Manager being an effective
  leader for the RST as well as a skilled collaborator with school personnel and one who knows and relates to the
  region that she/he serves. These hires will be critical, and you heard our willingness to assist in the selection
  process if that is possible.

I hope that these reflections will be helpful as you move forward with the implementation of this new model. They reflect
my own thinking and not necessarily that of the superintendents in our region or of the other RESA Directors.
Thanks,
Neil Pedersen

Summary
Information on Regional Education Service Agencies
2018

The purpose of this document is to summarize information gathered about the eight Regional Education Service agencies serving local school districts in North Carolina.

General Information:
Listed below are the 8 RESAs and the number of local school districts in each one.

Region 1:   Northeast Regional Service Alliance (16)
Region 2:   Southeast Education Alliance (13)
Region 3:   Central Carolina RESA (18)
Region 4:   Sandhills Regional Education Consortium (13)
Region 5:   Piedmont Triad Education Consortium (16)
Region 6:   Southwest Regional Education Alliance (11)
Region 7:   Northwest Regional Support Agency (12)
Region 8:   Western Region Education Service Alliance (18)

501 (c) (3) Organizations
1. The following are 501 (c) (3) organizations – Regions 2, 3, 5, 7, and 8
2. The following are affiliated with an LEA in their region – Regions 1, 4, and 6

Affiliate Members (members other than LEAs)
Region 1:   None
Region 2:   ECU and UNCW
Region 3:   NCSU, UNC, ECU, NC School for Science/Math, NC School for Deaf/Blind
Region 4:   None
Region 5:   UNC-Greensboro
Region 6:   None
Region 7:   NC School for the Deaf (Morganton)
Region 8:   Art Space Charter, Asheville Catholic, Lake Lure Academy, Emmanuel Lutheran School, Imagine Invest Collegiate, Brevard Academy, Thomas Jefferson Classical Academy

Dues Structure
Region 1:   Small districts - $3,000; Large districts - $5,000
Region 2:   Based on size: $8,000 for smallest and $18,000 for largest
Region 3: $1 per student in ADM with a minimum of $10,000 and a maximum of $20,000
Region 4:   All districts pay the same amount
Region 5:   Small districts - $16,200; Large districts - $27,000
Region 6: $2,000 base + $.35 per student with a cap of $25,000
Region 7:   Base fee of $12,000 and $10 per teacher
Region 8:   Base fee + $45 registration fee per participant in professional development activities

Superintendents Council/Job Alike Groups
Region 1:   Superintendents meet 12 times per year; 1 job-alike group
Region 2:   Superintendents meet 8 times per year; 9 job-alike groups
Region 3:   Superintendents meet 7/8 times per year; 7 job-alike groups
Region 4:   Superintendents meet 10/11 times per year; 5 job-alike groups
Region 5:   Superintendents meet 12 times per year; 8 job-alike groups
Region 6:   Superintendents meet 10 times per year; 12 job-alike groups
Region 7:   Superintendents meet 9 times per year; 5 job-alike groups
Region 8:   Superintendents meet 11 times per year; 5 job-alike groups

Staffing

Region 1: Executive Director (part time); Administrative Assistant (part time)
Region 2: Executive Director (part time)
Region 3: Executive Director (part time); office manager (full time); CC Teaching Initiative; 1 full time; 1 part time
Region 4: Executive Director (part time); Program Coordinator (part time)
Region 5: Executive Director (part time); Program Associate (part time); office manager (full time)
Region 6: Executive Director (part time); Administrative Assistant (part time)
Region 7: Director (part time); Curriculum Director (part time); office manager (full time)
Region 8: Director (full time); middle/high school coordinator (full time); elementary coordinator (full time); administrative assistant for technology (full time); receptionist/administrative assistant (full time); office manager/bookkeeper (full time); grant writer (contracted)

Local school districts in regions 1, 4, and 6 use local school districts as fiscal agents and have expertise available through those districts.

Superintendents Council Chair

Region 1: Vote annually on Chair and Vice-Chair with Vice-Chair moving up to become the Chair
Region 2: Vote annually on President and Vice President for the Alliance
Region 3: Vote annually on the following: Chair, Chair Elect, and Secretary/Treasurer. Current Chair responsible for bringing a slate of officers.
Region 4: Current Chair, Vice Chair, and Executive Director prepare a recommendation for next year's officers and vote held annually.
Region 5: Vote annually on President, President-Elect, and Secretary
Region 6: Vote annually on Chair
Region 7: Vote annually on Vice-Chair who automatically moves up to Chair the following year
Region 8: Have a Chair and Vice Chair. Vice Chair automatically moves up to be Chair. Years of experience as a superintendent in the Region determines where a superintendent falls on the list

Superintendent of Year and NCSSA Representatives

Region 1: Chairperson of Superintendents Council named as Superintendent of Year; Chair and Vice Chair serve as NCSSA representatives
Region 2: Nominations for Superintendent of Year from group and if more than one nominee – secret ballot vote. Group nominates and votes on NCSSA representatives
Region 3: Nominations received from superintendents, PIOs, administrative personnel and once nominations received superintendents vote. Superintendents vote on NCSSA representatives.
Region 4: Nominations received from superintendents and vote conducted a Council meeting. Chair and Vice-Chair serve as NCSSA representatives.
Region 5: Superintendents nominate and vote on Superintendent of Year. President and President Elect serve as NCSSA representatives.
Region 6: Superintendents nominate and vote on Superintendent of Year as well as NCSSA representatives.
Region 7: Chair of Superintendents Council is also Superintendent of Year. Superintendents elect NCSSA representatives.
Region 8: Superintendents nominate and vote on Superintendent of Year as well as NCSSA representatives.

2018-2019 Council Members

District	C&I Council	Finance Council	HR Council	Technology Council	PIO Council	Principal Council
CHCCS	Jessica O'Donovan jessicaodonovan@chccs.k12.nc.us Asst. Superintendent	Ruby Pittman rpittman@chccs.k12.nc.us Exe. Director of Budget & Finance	Erika Newkirk enewkirk@chccs.k12.nc.us Exec. Dir. Of HR	Daniel Curry-Corcoran dcurrycorcoran@chccs.k12.nc.us Chief Technology Officer	Jeffrey Nash jnash@chccs.k12.nc.us SC/PI	Bob Bales (1) rbales@chccs.k12.nc.us McDougle Middle School
Durham	Nakia Hardy nakia.hardy@dpsnc.net Deputy Superintendent for Academics	Paul LeSieur Paul.LeSieur@dpsnc.net Chief Financial Officer	Arasi Adkins arasi.Adkins@dpsnc.net Asst. Superintendent for HR	Elaine Batten elaine.Batten@dpsnc.net Dir. IT Planning & Operations	Chip Sudderth William.sudderth@dpsnc.net Chief Communications Officer	Kimberly Ferrel (1) Kimberly.ferrell@dpsnc.net Burton Elementary School
Edgecombe	Abby Futrell Asst. Supt for C&I afutrell@ecps.us Asst. Superintendent for C&I	Laurie Leary lleary@ecps.us Finance Director	Marc Whichard mwhichard@ecps.us Asst. Superintendent for HR	Matthew Mayo mmayo@ecps.us Director of Technology	Susan Hoke shoke@ecps.us Director of Public Relations	Claude Archer (1) carcher@ecps.us West Middle School
Franklin	Lela Baldwin lelabaldwin@fcschools.net Chief of Academics	Quinnley Coley-Hedgspeth QuinnleyColey@fcschools.net Chief Financial Officer	Mike Zalewski michaelzalewski@fcschools.net HR Director	Sondra Ayscue sondraayscue@fcschools.net Director of Technology	Michelle Fiscus michellefiscus@fcschools.net Director of Communications	Russell Holloman RussellHolloman@fcschools.net Franklinton High School
Granville	Michael Myrick myrickm@gcs.k12.nc.us Asst. Supt. Of C&I Michele Robinson robinsonm@gcs.k12.nc.us Director of Federal Programs	Beth Day dayb@gcs.k12.nc.us Chief Financial Officer	Jamar Perry Perryj@gcs.k12.nc.us Asst. Supt. Of HR	Vanessa Wrenn wrennv@gcs.k12.nc.us Dir. Of Technology	Stan Winborne winbornes@gcs.k12.nc.us Director of High Schools/CTE & Public Information	Mary Ann Crews crewsm@gcs.k12.nc.us Mt. Energy Elementary
Greene	Frank Creech frankcreech@greene.k12.nc.us Chief Academic Officer	Karen Stallings karenstallings@greene.k12.nc.us Chief Financial Officer	Raymond Smith raymondsmith@greene.k12.nc.us Exec. Dir. Of HR	Michael Dixon michaeldixon@greene.k12.nc.us Dir. Of Technology	Patrick Miller patrickmiller@greene.k12.nc.us Superintendent	Diane Blackman (1) dianeblackman@greene.k12.nc.us Greene County Middle School
Halifax	Gail Powers powers@halifax.k12.nc.us Executive Director of Instructional Programs	Lynn Harrold harroldl@halifax.k12.nc.us Finance Officer	Christopher Welkart welkartc@halifax.k12.nc.us Executive Director of HR	Shelia Johnson-Lowe lowes@halifax.k12.nc.us Dir. Of Technology	Chatesha Dickens dickensc@halifax.k12.nc.us Public Information Officer	Vacant
Johnston	Brandon Garland brandongarland@johnston.k12.nc.us Innovation Officer	Art Stanley artstanley@johnston.k12.nc.us Chief Financial Officer	Brian Vetrano brianvetrano@johnston.k12.nc.us Chief of Human Capital	Michelle Turnage michelleturnage@johnston.k12.nc.us Exec. Dir. Of Technology	Crystal Roberts CrystalRoberts@johnston.k12.nc.us Public Information Officer	Heather Anders heatheranders@johnston.k12.nc.us Smithfield Middle School
Nash-Rocky Mount	Mark Cockrell MLCockrell@nrms.k12.nc.us Chief Academic Officer	Sheila Wallace swallace@nrms.k12.nc.us Chief Financial Officer	Brian Miller bkmiller@nrms.k12.nc.us Asst. Supt. For HR	Tremaine McQueen tmcqueen@nrms.k12.nc.us Chief Technology Officer	Patricia Hollingsworth pdhollingsworth@nrms.k12.nc.us Chief Communications Officer	Brian Hopkins (1) BKHopkins@nrms.k12.nc.us Northern Nash High School
Northampton	Felisha Whitaker wychef@northampton.k12.nc.us Secondary Ed & Dir. Of Student Accountability	Cathy Gillus gillusc@northampton.k12.nc.us Finance Officer	Doug Miller millerd@northampton.k12.nc.us Executive Director of HR	Benjamin Brown brownb@northampton.k12.nc.us Director of Technology Services	Doug Miller millerd@northampton.k12.nc.us Executive Director of HR	Barbara Stephenson (1) stephensonba@northampton.k12.nc.us Gaston Middle
Orange	Michele Woodson Michele.woodson@orange.k12.nc.us Chief Academic Officer	Rhonda Rath rhonda.rath@orange.k12.nc.us Chief Finance Officer	Teresa Cunningham-Brown teresa.cunningham-b@orange.k12.nc.us Chief HR Officer	Todd Jones todd.jones@orange.k12.nc.us Chief Technology Officer	Seth Stephens seth.stephens@orange.k12.nc.us Chief Communications Officer	Jeff Rachlin (1) Jeffrey.Rachlin@orange.k12.nc.us A.L. Stanback Middle
Person	Amy Seate seatea@person.k12.nc.us Chief Academic Officer	Julie Masten Mastenj@person.k12.nc.us Finance Officer	Lori Stacey stacey@person.k12.nc.us Human Resources	Jarrod Dennis dennisj@person.k12.nc.us Director of Technology & Accountability	Lily Hayes hayesl@person.k12.nc.us Communications Director	Jonte 'Hill (2) hill@person.k12.nc.us Southern Middle School
Pitt	Cheryl Olmsted and Steve Lassiter (9/10) olmsted@pitt.k12.nc.us Asst. Superintendent	Debra Baggett dbaggett@pitt.k12.nc.us Chief Finance Officer	Ve-lecia Council CouncilV@pitt.k12.nc.us Asst. Superintendent of HR	Jeff Smith jsmith@pitt.k12.nc.us Director of Testing, Technology & Home Base	Travis Lewis lewist@pitt.k12.nc.us Director of Community & Student Services	Paul Briney (1) brineyp@pitt.k12.nc.us Farmville Middle
Roanoke Rapids	Juliana Thompson thompsonji.co@rrgsd.org Executive Director of C&I	Andrea Midgette midgettea.co@rrgsd.org Finance Officer	Larry Catalano catalanol.co@rrgsd.org HR Director	Mark Kuchenbrod kuchenbrodm.co@rrgsd.org Chief Technology Officer	Les Atkins atkinsl.co@rrgsd.org Public Information Officer	Tammie Williams (1) williamst.rhs@rrgsd.org Roanoke Rapids High School
Vance	Trixie Brooks tbrooks@vcs.k12.nc.us Interim Superintendent	Jennifer Bennett jbennett@vcs.k12.nc.us Asst. Supt. Finance	Michelle Burton mburton@vcs.k12.nc.us Chief HR Officer	Marsha Abbott mabbott@vcs.k12.nc.us Technology Officer	Terri Hedrick thedrick@vcs.k12.nc.us Public Information Officer	Kristen Boyd (1) krboyd@vcs.k12.nc.us Aycock Elementary
Wake	Brian Kingsley bkingsley@wcpss.net Asst. Supt. For Academics	Mark Winters mwinters@wcpss.net Finance Officer	Jackie Ellis jbellis@wcpss.net Asst. Supt. Of HR Marcie Holland mholland2@wcpss.net Senior Director for Salary & Licensure	Marlo Gaddis mgaddis@wcpss.net Director of IT	Lisa Luten lluten@wcpss.net Director of Marketing Communications	Teresa Caswell (1) tcaswell@wcpss.net Alston Ridge Elementary Carla Jernigan-Baker (1) cjernigan-baker@wcpss.net Wake Young Women's Leadership Academy
Warren	Linda Mason lmason@warrenk12nc.org Asst. Superintendent for Curriculum	Delores Pulliam dpulliam@warrenk12nc.org Chief Financial Officer	Keedra Whitaker kwhitaker@warrenk12nc.org HR Director	Ernie Connor econner@warrenk12nc.org Director of Technology	Jamica Whitaker jwhitaker@warrenk12nc.org Dir. Of Communications & Public Engagement	Tracey Neal (1) tneal@warrenk12nc.org Warren Early College HS
Wilson	Cheryl Wilson cheryl.wilson@wilsonschoolsnc.net Asst. Superintendent for Instructional Services	Rene Evans rene.evans@wilsonschoolsnc.net Finance Officer	Eric Davis eric.davis@wilsonschoolsnc.net Asst. Supt. For HR	Donna Malloy donna.malloy@wilsonschoolsnc.net Executive Director of Technology	Amber Lynch Amber.lynch@wilsonschoolsnc.net Public Information Officer	Krystal Cox krystal.cox@wilsonschoolsnc.net Wilson Academy of Applied Technology