



AGENDA
Durham Public Schools Board of Education
Instructional Services Committee
October 7, 2013
Fuller Administration Building, 511 Cleveland Street, Durham, NC

1. Call to Order
2. Moment of Silence
3. Agenda Review and Approval
4. Public Comment
5. Instructional Services Committee Meeting Minutes
 - I. September 9, 2013
6. Reports
 - I. School Improvement Plans
 - II. Holton Career and Resource Center Programs Update
 - III. Arts Education Program Update
 - IV. Magnet Grant Update
7. Summary of Follow Up Items
8. Adjournment

Mission Statement

In collaboration with our community and parents, the mission of Durham Public Schools is to provide all students with an outstanding education that motivates them to reach their full potential and enables them to discover their interests and talents, pursue their goals and dreams, and succeed in college, in the workforce and as engaged citizens.



One Vision. One Durham.

Date: October 7, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Instructional Services Committee Meeting Minutes

Staff Liaison Present: Eric J. Becoats, Ed.D.

Phone #: 560-3749

Main Points:

Administration is presenting meeting minutes for consideration and approval:

- September 9, 2013 – Instructional Services Committee

Fiscal Implications:

- None

Strategic Plan Alignment:

- None

Purpose

Information

Discussion

Action

Consent

Reviewed by:

Finance _____

Attorney _____

DRAFT
Minutes of the
Instructional Services Committee of the Board of Education
Durham Public Schools

The Instructional Services Committee of the Durham Public Schools Board of Education held a meeting on Monday, September 9, 2013 at 4:30 p.m. in the Board Room, Fuller Administration Building - 511 Cleveland Street, Durham, NC.

Committee members present

Nancy Cox, Chairperson; Minnie Forte-Brown, Vice Chairperson; Heidi Carter, Omega Parker, Natalie Beyer, Leigh Bordley and Pastor Fredrick Davis.

Administrators present

Dr. Lewis Ferebee, Chief of Staff; Teresa Daye, Curriculum, Instruction and Assessment Officer; Dietrich Morrison-Danner, Professional Development Coordinator; Dr. Julie Spencer, Area Superintendent of Middle Schools; Stacey Wilson-Norman, Area Superintendent of Elementary Schools; Dr. Tina Hester, Chief Human Resources Officer; Hugh Osteen, Chief Operations Officer.

Attorney present

None

Call to Order/Moment of Silence

Chair Cox called the meeting to order and presided over a moment of silence.

Agenda Review and Approval

Chair Cox moved to adopt the agenda as presented. Agenda was approved.

General Public Comment

No public comment.

Approval of Minutes

Chair Cox moved to approve the minutes as presented. Minutes were approved.

Reports

Summer Professional Learning Update

Public Comment: None

Dr. Ferebee and Dr. Daye presented the Summer Professional Learning Update for information. Dr. Daye provided the information in three sections – Teaching and Learning, Leadership Development, and Think CALM; including information about the learning strands, highlights and keynote, and survey results. Results included information about some of the logistical concerns about traffic and food truck availability. Dr. Daye also provided information regarding the Leadership Institute including participation, highlights and results. The update was wrapped up with an overview of Think CALM – Think Critically About Literacy & Mathematics.

Board members had a full discussion about this update and administration will provide responses to the follow up items as requested.

Standards-Based Progress Reporting Update

Public Comment: None

Dr. Ferebee and Dr. Daye presented an update on Standards-Based Progress Reporting for information only. The update included information regarding standards-based grading, recommendations from the Duke University Research Collaborative, where we are now with SBG, and next steps for the elementary report cards.

The Board had a full discussion about this update and administration will provide responses to the follow up items as requested.

Summer Enrichment and Acceleration Programs Update

Public Comment: None

Dr. Ferebee, Dr. Spencer and Dr. Wilson-Norman provided an update on Summer Enrichment and Acceleration programs in the district for information only. Each area presented information on the programs provided and the focus areas for each.

The Board had a full discussion about this update, and administration will provide responses to the follow up items as requested.

Summary of Follow up Items

1. Send listing and description of 8 Mathematical Practices
2. Survey teachers on Flipped Classroom implementation
3. Explore feasibility of providing pay, food and childcare for Think CALM
4. Resend elementary report card samples
5. Summer Programs: Add what DPS provides, number of students who participated and program evaluation
6. Add NCCU Business, Duke Medicine Science Fellows and Public Libraries Summer Reads

Having no further business, the meeting adjourned at 6:12pm.



One Vision. One Durham.

Date: October 7, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: School Improvement Plans

Staff Liaison Present:	Eric J. Becoats, Ed.D.	Phone #: 560-3749
	Stacey Wilson-Norman, Ed.D.	560-3730
	Julie Spencer, Ed.D.	560-3498
	James Key	560-2597

Main Points:

- The school improvement planning process allows schools to develop strategies that focus on increasing student achievement and improving overall school effectiveness.
- School Improvement Plans are developed at the school level using feedback from a structured needs assessment process that informs data driven decisions and the implementation of research based strategies.
- School Improvement Plans are aligned to the strategic priorities identified by the North Carolina State Board of Education and the goals for Future Ready Students in addition to local District goals.
- Administration presents this agenda item for information and subsequent approval.

Fiscal Implications:

- These efforts are supported through federal, state, and local funds.

Strategic Plan Alignment:

- **Goal I.1** – DPS will expand the implementation of the Design for Accelerated Progress (DAP) model to improve student achievement outcomes as measured by school, district and state assessments.
- **Goal I.6** – DPS will implement an assessment for learning model to improve student achievement outcomes as measured by school, district and state assessments.

<u>Purpose</u>		
Information <input checked="" type="checkbox"/>	Discussion <input type="checkbox"/>	
Reviewed by:	<input type="checkbox"/> Finance _____	<input type="checkbox"/> Attorney _____

School Improvement Plans

Instructional Services Committee

October 7, 2013

Eric J. Becoats, Ed.D.
Superintendent

Stacey Wilson-Norman, Ed.D.
Deputy Superintendent of Academic Services

Julie Spencer, Ed.D.
Area Superintendent of Middle Schools

James Key
Area Superintendent of High Schools

School Improvement Teams

Membership

The ***principal*** of each school, representatives of the ***assistant principals, instructional personnel, instructional support personnel (office support and other classified employees)***, and ***teacher assistants*** assigned to the school building, and ***parents*** of children enrolled in the school shall constitute a school improvement team.

Ref. North Carolina GS § 115C-105.27

School Improvement Teams

Election of School-Based Members

Representatives of the *assistant principals*, *instructional personnel*, *instructional support personnel*, and *teacher assistants* shall be elected by their respective groups by secret ballot.

Ref. North Carolina GS § 115C-105.27

School Improvement Teams

Election of Parent Members

Parents shall be elected by parents of children enrolled in the school via a secret-ballot election conducted by the parent and teacher organization of the school, or if none exists, by the largest organization of parents formed for this purpose. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.

Ref. North Carolina GS § 115C-105.27

School Improvement Teams

Terms of Service

Each member shall serve a ***minimum of one year and a maximum of three consecutive years. A minimum of two parent representatives are required.*** To ensure consistency of membership from year-to-year, it is recommended that at least one-half of the composition of the team remain each year, while approximately one-half of the members rotate off the team.

NOTE: Schools may seek a waiver to the terms of service requirements by submitting a written request to the area superintendent.

School Improvement Teams

Team Purpose and Role

The school improvement team (SIT) shall develop a school improvement plan (SIP) that addresses the following areas:

- improved instruction and student outcomes;
- professional development;
- school climate, which includes student health, safety and discipline and working conditions;
- stakeholder satisfaction (students, parents, teachers); and
- duty-free lunch/planning time for teachers.

Ref. North Carolina GS § 115C-105.27

School Improvement Teams

Team Purpose and Role

The SIT is not designed to usurp the legal authority of the principal. Rather, the team's function is to:

- Facilitate the involvement of the school community in designing and implementing the SIP;
- Encourage, support, and create opportunities for involvement from parents;
- Coordinate the activities associated with the development and design of the SIP

School Improvement Teams

Team Purpose and Role Cont.

- Provide direction in the development of the professional development plan; and
- Provide direction in the use of available resources to optimize improvement of instruction and students outcomes and to ensure adequate planning time for all teachers.

School Improvement Teams

Team Purpose and Role

The SIT, while not directly involved in day-to-day operations of the school is involved in a number of tasks that effect the smooth operation of the school. These tasks include:

- Facilitating the development of the SIP, usually updated annually in July;
- Monitoring, assessing, and amending the SIP;
- Advancing policies and procedures that enhance achievement and meet educational, safety, and parent involvement goals related to school improvement; and
- Collaborating on budgetary, staff development, and instructional issues as they related to school improvement planning.

School Improvement Teams

Expectations of Members

All members of the SIT are expected to:

- Attend any scheduled professional development/training pertinent to school improvement planning;
- Attend all meetings of the SIT;
- Share information with parents, faculty, or other stakeholder groups;
- Talk/listen to parents, faculty, or other stakeholder groups and provide feedback to SIT; and
- Encourage all stakeholders to become actively involved in the school improvement planning process.

School Improvement Teams

Crucial Tasks of SIT

- Develop bylaws (in compliance with NC general statute)
- Set/post meeting minutes and schedules
- Communicate agendas in advance
- Align SIP to the DPS Strategic Plan and the State Board of Education Goals
- Monitor SIP strategies and update as needed

School Improvement Teams

Data Use and Analysis

North Carolina G.S. §115C-105.27(a) focuses SITs on understanding and using relevant data:

- SIPs shall be, to the greatest extent possible, data-driven
- SITs shall analyze student data to identify root causes for problems and to determine actions to address them
- SIPs shall contain clear, unambiguous targets

School Improvement Teams

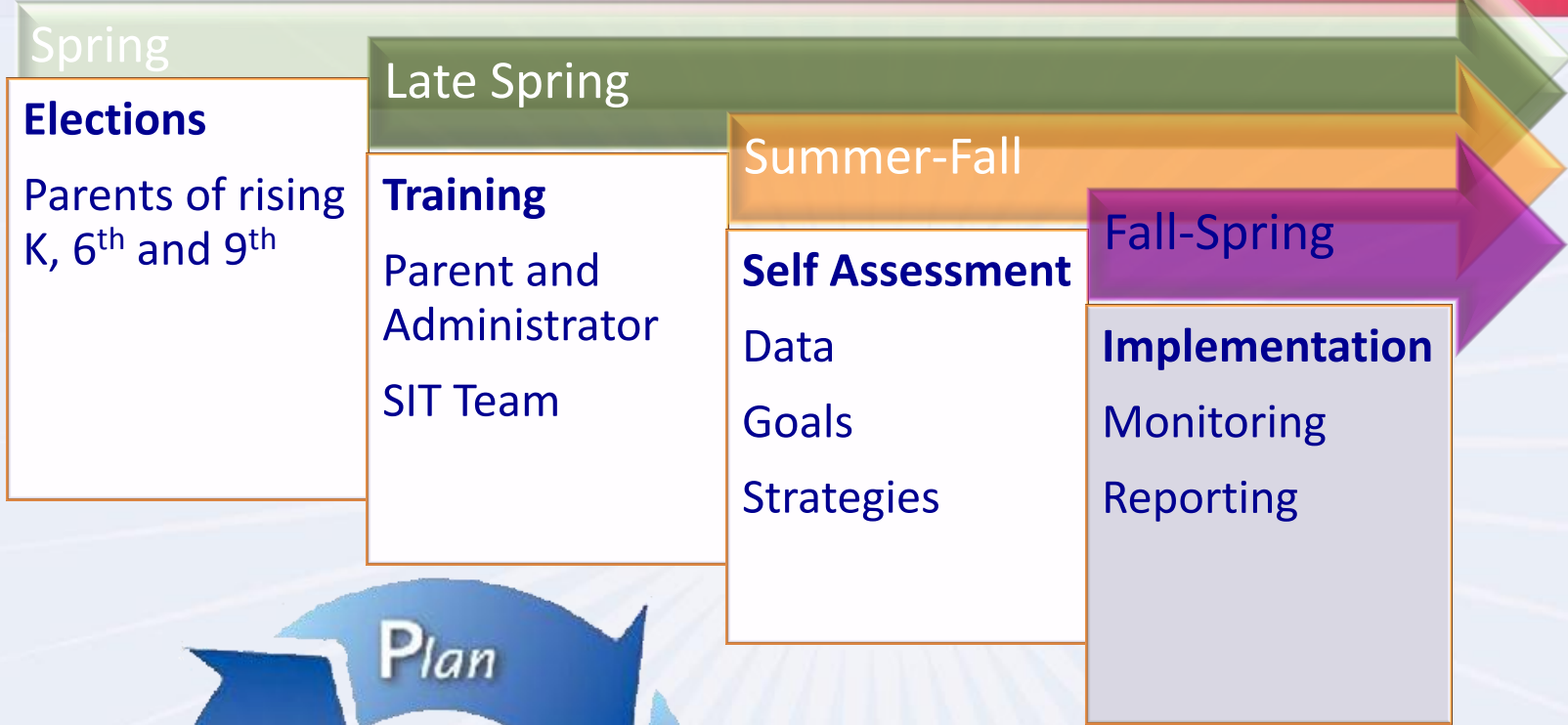
Data Use and Analysis

Look at student achievement/school climate results including but not limited to:

- Longitudinal Achievement Data (EX: EOCs, EOGs)
- Comprehensive Needs Assessment (CNA)
- School Demographic Data (attendance, discipline, graduation, teacher turnover)
- Teacher Working Conditions Survey
- Character Education
- School Safety Plan
- Budget

All SIT meetings are defined by law as public meetings and therefore subject to the following open meeting regulations:

- Maintain a schedule of regular meetings in the school office. Changes to the regular meeting schedule require a 7 day notice prior to the first meeting of the new schedule.
- Meetings outside of these regular meetings require notice to be posted 48 hours prior to the meeting.
- Record detailed minutes meetings through either written minutes or audio or video recording. The minutes are considered public records and must be made available to the public at their request.
- All voting must take place in the open and must be recorded within the minutes of the meeting.



Timeline: Scope of Work/Bylaws

Timeline: 2013-2014

Task	Date
SIP planning process presented to the Board in Instructional Services Committee	10/7
Plans posted to the web publish ready for public and Board review	10/7-11
Feedback period	10/14-16
BOE Office Hours/Questions and Answers with Area Superintendents <ul style="list-style-type: none"> Monday, October 14 – 11:00am – 12:30pm Monday, October 14 – 1:30pm - 3:00pm Monday, October 21 – 3:00pm – 3:00pm – 4:30pm 	10/14-21
Revision and editing period	10/17-21
Plans presented to the Board for approval	10/24

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Transition Plans

New NC Legislation § 115C-105.41

Students who have been placed at risk of academic failure; personal education plans; transition teams and transition plans.

(b) Local boards of education shall adopt and implement plans for the creation of transition teams and transition plans for students at risk, as defined by the State Board of Education, to assist them in making a successful transition between the elementary school and middle school years and between the middle school and high school years.

Policy 3014 Transition Plans and School Improvement Plans

<p>What</p>	<p>School Improvement Plans should include strategies to facilitate the educational transitions between:</p> <ul style="list-style-type: none"> • Elementary to middle (5th to 6th grade) • Middle to high school (8th to 9th grade)
<p>Who</p>	<p><i>Students who are:</i></p> <ul style="list-style-type: none"> • At risk of academic failure • Advanced academically (DPS BOE)
<p>Goals</p>	<p>Aligned to Five State Board Goals (Future-Ready)</p> <ol style="list-style-type: none"> 1. Globally Competitive Students 2. 21st Century Professionals 3. Healthy, Responsible Students 4. Leadership for Innovation 5. 21st Century Systems

Policy 3014 School Improvement and Transition Plans

- *Plans will identify goals, strategies, and outcomes.*
- *Reference Guide - [Transition Planning for 21st Century Schools: North Carolina School Improvement Planning Implementation Guide](#)*

<http://www.ncpublicschools.org/docs/curriculum/home/transitions.pdf>

WHAT	ELEMENTARY TO MIDDLE SCHOOL TRANSITION
Target Goals	<ol style="list-style-type: none">1. Build collaboration among elementary & middle grades2. Develop programs on drug awareness, health issues, interpersonal relationships3. Provide developmentally appropriate environment4. Promote programs that ensure student success

The background of the slide is a light blue gradient with a sunburst pattern of thin white lines radiating from the center. The text is centered over this pattern.

ELEMENTARY TO MIDDLE SCHOOL Transition Plans

WHAT	ELEMENTARY TO MIDDLE SCHOOL TRANSITION
Target Goal 1	Build collaboration among elementary & middle grades
Possible Strategies	<ol style="list-style-type: none"><li data-bbox="407 689 1734 822">1. Organize a transition day/night for incoming 6th graders<li data-bbox="407 839 1808 972">2. Implement 6th grade orientation during Week 1 or prior<li data-bbox="407 989 1676 1122">3. Provide parent orientation before and during weeks 1-2<li data-bbox="407 1139 1727 1272">4. Provide opportunities for elementary & middle grades to collaborate

WHAT	ELEMENTARY TO MIDDLE SCHOOL TRANSITION
Target Goal 2	Develop programs on drug awareness, health issues, interpersonal relationships
Possible Strategies	<ol style="list-style-type: none">1. Implement Health and Wellness Curriculum2. Small group counseling3. Referral systems to support services

WHAT	ELEMENTARY TO MIDDLE SCHOOL TRANSITION
Target Goal 3	Provide developmentally appropriate environment
Possible Strategies	<ol style="list-style-type: none"> 1. Offer professional development on middle grades (cultural, SES, gender) 2. Promote opportunities for positive social relations (clubs, dances, assemblies) 3. Provide research-based programs for diverse groups of students share feelings, problem-solve & implement strategies based on emotional, social and academic needs. 4. Provide opportunities for elementary and middle grade collaboration for academic service match.

ELEMENTARY TO MIDDLE SCHOOL TRANSITION

WHAT

Target Goal 4

Promote programs that ensure student success

Possible Strategies

1. Teach study skills
2. Develop homework policies
3. Provide time & opportunities for horizontal articulation
4. Establish core teacher teams

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MIDDLE TO HIGH SCHOOL Transition Plans

WHAT

MIDDLE TO HIGH SCHOOL TRANSITION

Target Goals

1. Build relationships among transitioning students, parents, older peers, teachers and key school personnel
2. Prepare students for transitioning to next grade level, career and work
3. Develop transition programs and activities that meet social and emotional needs of students
4. Develop vertical alignment plan

WHAT	MIDDLE TO HIGH SCHOOL TRANSITION
Target Goal 1	Build relationships among transitioning students, parents, older peers, teachers and key school personnel
Possible Strategies	<ol style="list-style-type: none">1. Support programs, big sister/brother, mini-courses2. Smaller learning communities based on content or interest area3. Establish advisor and advisee programs

WHAT	MIDDLE TO HIGH SCHOOL TRANSITION
Target Goal 2	Prepare students for transitioning to next grade level, career and work
Possible Strategies	<ol style="list-style-type: none"><li data-bbox="401 668 1702 801">1. Handbooks or guides to help teachers plan for transitions early<li data-bbox="401 819 1827 952">2. Provide a variety of activities for students, parents and school personnel<li data-bbox="401 971 1783 1103">3. Form data teams to use EXPLORE, PLAN, and ACT results to inform decisions and educate.

WHAT	MIDDLE TO HIGH SCHOOL TRANSITION
Target Goal 3	Develop transition programs and activities that meet social and emotional needs of students
Possible Strategies	<ol style="list-style-type: none">1. Spring social event for incoming students2. Shadow HS student3. Service-learning project pairing 8th + 9th graders

WHAT	MIDDLE TO HIGH SCHOOL TRANSITION
Target Goal 4	Develop vertical alignment plan
Possible Strategies	<ol style="list-style-type: none"> 1. Team-teaching 8th & 9th 2. Shared professional development 3. Role sharing between middle school and high school 4. Form data teams to use EXPLORE, PLAN, and ACT results to inform decisions and educate.

New Laws Pertaining to School Safety and Security

School Safety Component of School Improvement Plans. *The superintendent shall review the school safety components of the school improvement plans and make written recommendations on them to the local board of education. Prior to a vote to accept a school's improvement plan in accordance with G.S. 115C-105.27 (d), the local board of education shall review the school safety components of the plan for that school in closed session.*

Discussion

Holton Career and Resource Center Update

**Instructional Services Committee Meeting
October 7, 2013**

James F. Key, II

Area Superintendent for High Schools

Dan Gilfort

Principal for Holton Career and Resource Center

Richard Sheldahl

Director for Career and Technical Education

Holton Career and Resource Programs

- Performance Learning Center – a 9-12 drop-out prevention program (serving 150 students)
- Magic Johnson Bridgescape Academy – a drop-out recovery program (serving 110 students)
- Holton Programs
 - Barbering I & II
 - Cosmetology I & II
 - Early Childhood I & II
 - Public Safety I & II
 - Manufacturing w/ Virtual Welding
 - Teacher Cadet Program (2014-15)
 - Medical Billing & Coding (2014-15)
 - Fire Safety Academy (2015-16)
- KIDZ Notes

Holton Drop-Out Prevention and Recovery Programs

- Durham Performance Learning Center
 - 52.2% Graduation Cohort Rate for 2011
 - 72.1% Graduation Cohort Rate for 2012
 - **79.4% Graduation Cohort Rate for 2013**
- Magic Johnson Bridgescape Academy
 - Served 178 total students in 2012-13; 82 finished the year
 - **13 students graduated in 2013**
 - Currently serving 110 students: 46 potential graduates for 2014

Magic Johnson Bridgescape Academy External Evaluation

- Contracted with Duke (Center for Child and Family Policy) to conduct external evaluation
- Evaluation occurred from October 22, 2012 through September 30, 2013
- Final report to be delivered in November, 2013

Community Partnerships

- Durham Technical Community College
- Workforce Development Board of Durham
- Made in Durham (MDC)
- City/County Joint Economic Development Strategic Task Force
- Sensus – provided internships
- Kimley-Horn – provided internships

Discussion



One Vision. One Durham.

Date: October 7, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Arts Education Program Update

Staff Liaison Present: Teresa J. Daye, Ed.D.
Mary Casey

Phone #: 560-9181
560-3721

Main Points:

- Administration is providing an update on the following items:
 - Arts Education framework, policies, and standards
 - Status and recommendations for K-12 arts programs
- Administration presents this agenda item for information.

Fiscal Implications:

- None

Strategic Plan Alignment:

- **Goal I.7.1** – Expand STEAM instructional programs to enhance student learning.
- **Goal 3.1** – Establish and implement a process for providing base allocations to schools and departments

Purpose

Information

Discussion

Reviewed by:

Finance _____ **Attorney** _____

K-12 Arts Education Program Update

Instructional Services Committee

October 7, 2013

Teresa Daye, Ed.D.

Curriculum, Instruction & Assessment Officer

Mary Casey

Director K-12 Arts Education

Arts Education is:

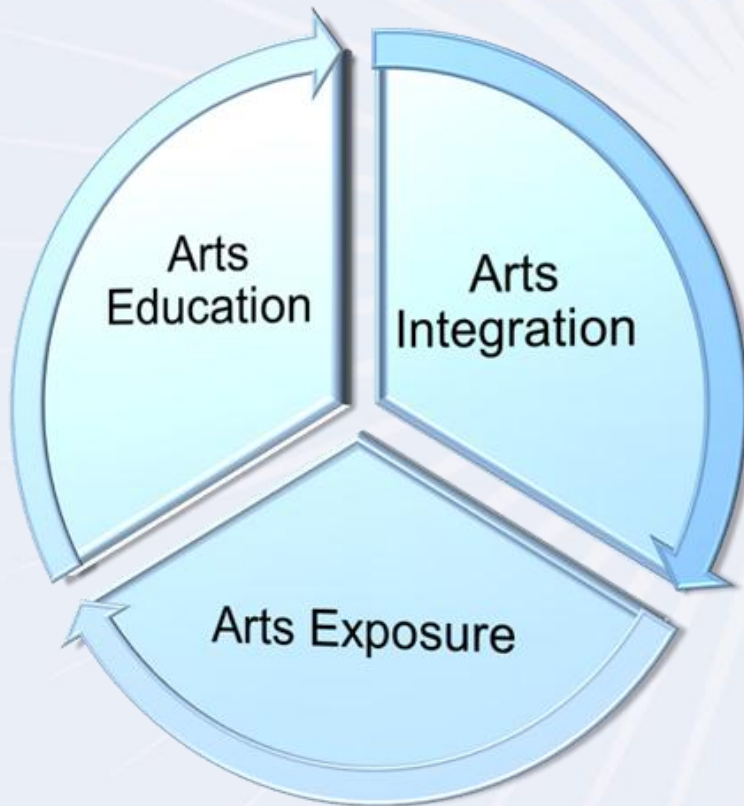
a collective term for four separate and distinct disciplines, each with its own content, skills, and NC Essential Standards.



Arts Education Policy and Law

- Arts education should be viewed as a full partner in the academic community and fundamental to the total school curriculum. Arts education should be taught by licensed, "highly qualified" arts education teachers as required by NCLB.
- Public School Law 115C-81 Basic Education Program (BEP) specifies arts education as part of each child's basic education
- Federal Elementary and Secondary Education Act (ESEA) identifies the Arts as core academic subject
- Framework for 21st Century Learning – core subjects include Arts

H758 (S66) Comprehensive Arts Education



Arts Education

- Arts as core, academic subjects

Arts Integration

- Arts as a catalyst for learning across the curriculum

Arts Exposure

- Exposure to arts experiences

Legislative Updates

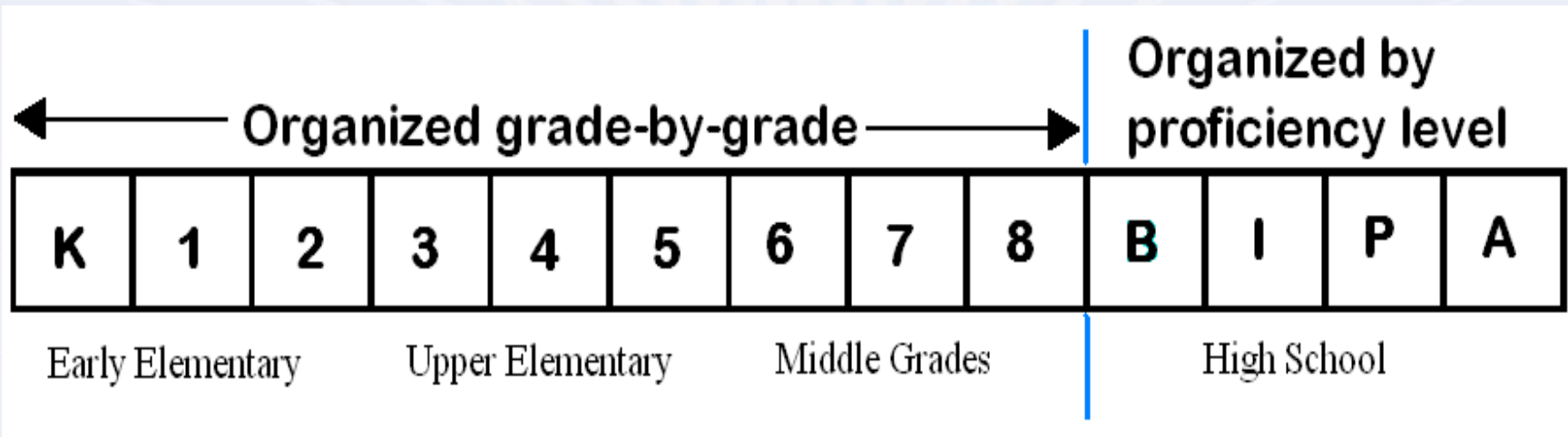
S724: An Act to Improve Public Education

- Requires that pre-service elementary teachers and lateral entry teachers are prepared to “integrate arts education across the curriculum”
- Signed into law June 26, 2012

H127: Credit for High School Graduation (pending)

- Requires students complete one credit in arts education for graduation in grades 6-12
- Passed House, referred to Senate rules, must pass Senate, then signed by Governor to become law
- Begin 2016 for 9th graders, SBE to establish criteria and report funding requirements

Arts Education Essential Standards Changes



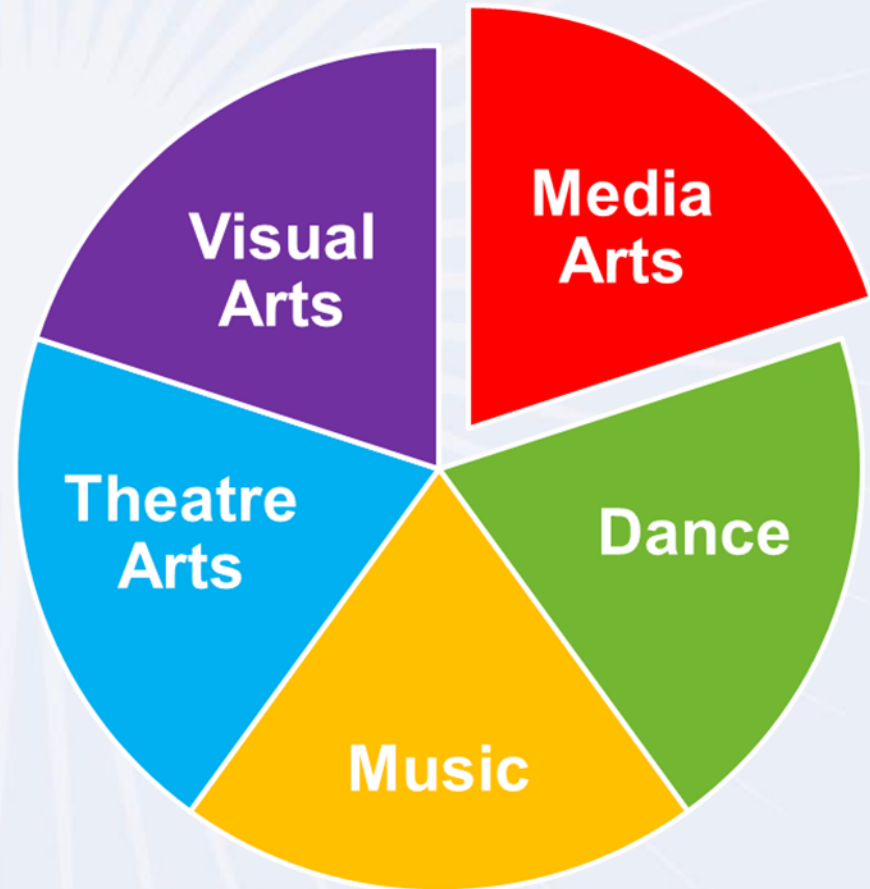
- High school courses changed from numerical sequencing (I, II, III, IV) to **proficiency levels: Beginning, Intermediate, Proficient, Advanced**
- **Honors credit for all Proficient and Advanced** courses (weighted 1 point)
- Changed from only two arts honors credit received to **multiple arts honors credit**

National Standards for Arts Education



Media Arts:

- **Moving Image** – Cinema/Video/Animation
- **Imaging Design** – digital process-based imagery, code enhanced
- **Sound Design** – digital process-based aural synthesis and engineering
- **Interactive Design** – web, game, sensory-tech, creative code
- **Multimedia and Intermedia** – additive and hybridizing mixtures
- **Virtual Design** – 3D, 4D, 5D environments, structures and experiences



Current Status

Elementary

- All schools – certified art and music teachers through separate allotments
- Arts magnet and focus schools – additional allotments
 - Club Blvd. (Dance and Theatre Arts)
 - R.N. Harris (Dance and Strings)
 - Sandy Ridge (Dance and Theatre Arts)
 - W.G. Pearson Elementary (Band, Dance, and Harp)

Secondary

Forefront of the 21st Century Arts Technology:

- Hillside New Tech – Digital Arts
- School for Creative Studies – Media Arts
 - Visual Arts
 - Architecture and Design for Living
 - Video Production
 - Digital Media and Design
 - Music Production

Recommendations

K-12 New: Explore Media Arts options for each grade level

ELEMENTARY Continue:

- Certified art and music teachers to all schools through separate allotments
- To provide additional arts teacher allotments for arts magnets/focus schools

MIDDLE SCHOOL Continue:

- To provide a comprehensive arts program concentrating on visual arts, chorus, band, and strings plus availability of dance and theatre arts options for arts magnets and larger schools
- To explore equitable access to the strings program
- To provide additional arts teacher allotments for arts magnets/focus schools

HIGH SCHOOL Continue:

- To provide a complete comprehensive arts program for students who will pursue the arts in college or workforce by providing AP and Honors classes and entry to advanced electives
- To explore the feasibility of increasing dance and technical theatre offerings
- To expand art options - including technology based art/design classes, fine crafts and/or clay
- To review equity in strings offering

Good News . . .

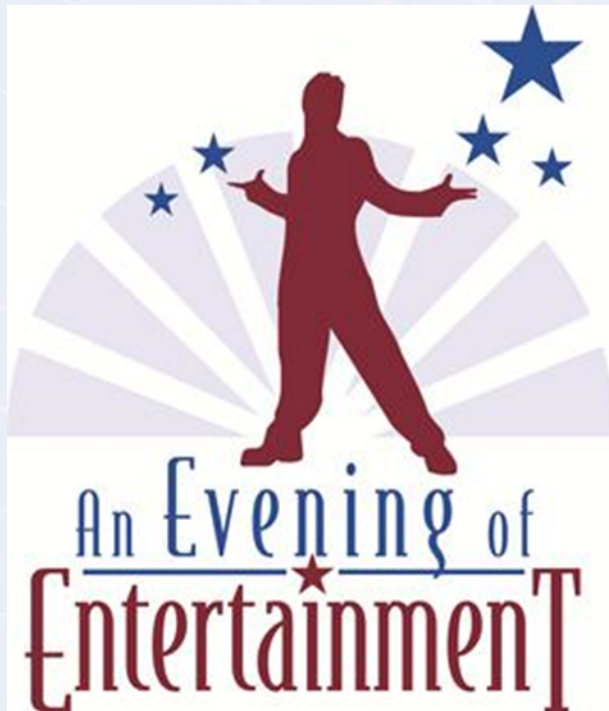
Bands of Angels –

- National Pawn – 3rd annual instrument donation and \$2000 repair funds to middle school band program
- Anonymous donor and The Tuba Exchange donation

Challenges . . .

High school instruments and uniforms –

- Band and strings instruments funds from arts budget
- Band uniform – 6 year rotation



Save the Date:

**Saturday,
March 1, 2014**
**Durham Performing
Arts Center**

Proceeds from this spectacular event are part of the Durham Public Schools Scholarship Foundation's annual fundraiser for DPS college scholarships.

Discussion



One Vision. One Durham.

Date: October 7, 2013

Durham Public Schools Instructional Services Committee PRECIS

Agenda Item: Magnet Grant Update

Staff Liaison Present: Teresa J. Daye, Ed.D.
Margaret Henderson

Phone #: 560-9181
560-2617

Main Points:

- Administration is providing an update on the following items:
 - Magnet Schools Assistance Program (MSAP) Grant application status
 - The recent opening of the five new Durham Public Schools magnet programs at Holt Elementary School, Lowe's Grove Middle School, Neal Middle School, The School for Creative Studies, and Southern School of Energy and Sustainability.
- Administration presents this agenda item for information.

Fiscal Implications:

- These efforts are supported through federal, state, and local funds.

Strategic Plan Alignment:

- **Goal I.7.1** – Expand STEAM instructional programs to enhance student learning.
- **Goal I.7.4** – Expand 1:1 technology integration.
- **Goal I.7.5** – Audit and re-align Career Technical Education (CTE) programs to support STEAM instructional programs.
- **Goal 2.1.1** – Develop a comprehensive community-wide marketing campaign to position DPS as a preferred education system and employer.

Purpose

Information

Discussion

Reviewed by:

Finance _____ Attorney _____

Magnet Update

Instructional Services Committee

October 7, 2013

Teresa Daye, Ed.D.

Curriculum, Instruction, and Assessment Officer

Margaret Henderson

Director of Magnet Schools

Magnet Programs Guiding Principles

Adopted by DPS Board of Education, August, 2011

- Utilize school facilities effectively
- Promote school diversity
- Provide diverse and relevant program offerings throughout the district that meet student interest and provide expanded learning opportunities

Magnet Schools Assistance Program Grant

- DPS not funded
- Excellent program planning/development process
- Local funding for the five new programs was approved by the BOE in August of 2012
- Actively looking for other funding sources

New Magnet Programs

- Five new magnet programs approved by the BOE in August, 2012, are all up and running.

Holt Elementary School

- Language Academy
- Holt kindergarteners beginning to speak either Spanish or Mandarin
- Global Schools Network (GSN) training staff to integrate world cultural themes into core curriculum
- School building reflects new magnet theme

The School for Creative Studies

- Grand Opening – July 15, 2013
- New principal, Renee Price
- 27 staff members hired
- Staff participated in *Habits of Mind* and *Literacy through Photography* training prior to opening of school
- Most available seats filled through lottery

Lowe's Grove Middle School

- New principal, Darneise Massey
- STEM School of Technology
- iPads have been issued
- Students have begun their exploratory Technology courses: Multi & Digital Media, Environmental Technology, Arts & Kinesthetic Technology, and Robotics & Design Technology
- Professional development (PD) in both iPad integration and STEM integration with a focus on the Engineering Design Process as a problem solving technique

Neal Middle School

- STEM Academy of Engineering and Design
- On its way to becoming the first complete *Project Lead the Way* middle school in NC
- Professional development in integration of the Engineering Design Process into every classroom
- Working with NC New Schools to further the theme

Southern School of Energy and Sustainability

- STEM School of Energy and Sustainability
- 4 small schools: Biomedical Technology, Infrastructure Engineering, Business and Sustainability, & Computer and Technology Engineering
- Continue work with NC New Schools
- PD focus this year is integration of sustainability concepts within all four small schools
- Facing the Future.org

Discussion