



Endeavor Board Meeting: August 20, 2012

Call to Order:

Lisa Springle called to order the regular meeting of the Endeavor Charter School Board of Directors at 7:08 pm in Endeavor's multi-purpose room.

Present:

Lisa Springle, Steve McAdams, Lisa Bolton, Jim Dotson, Margaret Holder, Christian Nechyba, Andy Kristianson (arrived at 7:35 pm)

Approval of Minutes:

Christian Nechyba moved for approval of minutes from the June general board meeting and the August 6 special board meeting. Lisa Springle seconded the motion. The motion was unanimously approved. Andy Kristianson was not present for this vote.

Director's Update:

Steve McAdams reported that the year had started with an Olympic theme. Channel 14 News had covered Professor Ken Lyle, from Duke University, and his volunteer work with students. Dr. Lyle had remarked that Endeavor was his favorite school because our kids know so much about science. Mr. McAdams expressed appreciation for all of Dr. Lyle's work with Endeavor students. Great parent feedback had been received following the open house. The NC Wise parent portal would be activated next week, and three parent-training sessions were scheduled for August 28th.

Licensure Renewal Plan:

Steve McAdams presented the teacher licensure renewal plan. Although DPI required an update and board vote every five years, he stated that there were no significant changes in this plan from what the school was currently doing. He also presented the beginning teacher support program plan. The only significant change in this plan from the current plan was a change in mentor observations from formal to informal observations. Steve McAdams moved to approve the licensure renewal plan and the beginning teacher support program plan. Jim Dotson seconded the motion. The motion was unanimously approved, with an abstention from Margaret Holder.

Treasurer's Report

Margaret Holder provided the treasurer's report. The surplus for the 2011-12 school year was \$234,958. Bank balances were reported as:

First Citizens Checking:	\$279,471.06
Regions CD:	\$226,268.50
Bank of America CD:	\$202,793.84
Harrington CD:	\$227,438.13

Harrington Checking:	\$173,661.20
Total balance:	\$1,109,632.73

Athletic Scholarships:

Lisa Springle brought a question on how scholarship funding for Pride athletics should be handled. There was general board agreement that this funding should come from the Pride boosters budget, and should utilize the same request form as school scholarship requests. Mr. Burt would handle such requests.

EOG Report:

Steve McAdams reported that the EOG composite report for last school year showed that Endeavor again met the Honors School of Excellence designation and met overall high growth. High growth was reported in math at all grade levels, and high growth was reported in reading at eight grade, while expected growth was reported in reading at grades 4 through 7. More data would be received from EVOS on August 28, and results would be reviewed when available.

Academic Focuses 2012-13:

Melissa Dougherty and Christi Whiteside presented academic focuses for 2012-13. This presentation is attached as Appendix A. Goals in the areas of creativity, technology, collaboration, communication, citizenship and critical thinking skills were presented.

Board Candidate Interviews:

Andy Kristianson stated that very good candidates had applied for the two open board positions. The board would solicit applications for one more week, and plan to conduct interviews at the next general board meeting. One applicant would be interviewed at a different time to be announced because he would be unavailable on September 10. All interviews would be conducted at public meetings.

Middle School Math Position:

Steve McAdams reported that no teachers certified in middle school math had been found for the 7th and 8th grade 50% math position. Jay Thanner, who had agreed to teach this class at the beginning of the school year, had resigned the position last week. Several qualified applicants were rejected because they sought full time employment. The board discussed a plan to increase this position to full time, with additional time being spent assisting in math at other grade levels, especially 5th grade. Christian Nechyba moved to approve a middle school math position to a 100% position. Any salary and benefit increase beyond that allocated for the current teacher in this position would be budget neutral (i.e., offset by budget cuts in other areas). Steve McAdams seconded the motion. The motion was unanimously approved.

Audit Update:

Steve McAdams reported that, although no 2011-2012 audit results were available yet, the audit report was needed as soon as possible given the loan application with BBT.

Survey Report:

Lisa Bolton discussed NC Teaching Conditions Survey results taken by all teachers last year. 100% of ECS teachers (compared to 60-70% of NC teachers overall) agreed that class size was

reasonable to meet student needs, that teachers had time available to collaborate with colleagues, that teachers were allowed to focus on educating with minimal interruptions, and that teacher's had sufficient instructional time to meet the needs of all students. 97% of ECS teachers (compared to 70% of NC teachers overall) agreed that teachers were protected from non-educational duties, and 90% of ECS teachers (compared to 54-59% of NC teachers overall) agreed that non-instructional time provided was sufficient and efforts were made to minimize paperwork. ECS teacher responses to all these questions were more favorable in 2012 than in 2010. 90% of ECS teachers (compared to 78-90% of NC teachers overall) endorsed questions about school cleanliness, internet technology, office supplies, technology and instructional materials. A large increase in ECS teachers from 2010-2012 believed they had access to appropriate professional support personnel. However, only 57% of ECS teachers (compared to 89% of NC teachers overall) believed they had adequate work space and classroom space. This should be highlighted in the foundation's capital campaign. 96-100% of ECS teachers viewed community support and involvement favorably, which was a great strength. 97-100% of ECS teachers also viewed management of student conduct favorably, which was much higher than other charter schools and NC public schools. 96% of teachers viewed questions on teacher leadership favorably, except 80% of teachers believed they had an appropriate level of influence on decision making. 100% of ECS teachers (compared to 72% of NC teachers overall) believed there was an atmosphere of trust and mutual respect at the school and 100% endorsed that school leadership consistently supported teachers, teachers were held to high standards, teacher performance was assessed objectively, and that procedures for teacher evaluation were consistent. 89-93% of faculty believed that faculty had a shared vision, were recognized for their accomplishments, and new teachers were supported. 72% of ECS teachers believed that professional development was adequately differentiated, which represented an opportunity for improvement, although resources for professional development were rated more favorably in 2012 than in 2010. 100% of ECS teachers rated school instructional practices and support favorably, although state assessments were viewed less favorably. Overall, 96.7% of ECS teachers rated Endeavor as a good place to work and learn (compared to 84.6% for North Carolina overall). Survey results would be communicated back to faculty and, in big picture terms, to the school community.

Jim Dotson reviewed the results of the 2012 Endeavor Community Survey. 120 surveys were completed (34% at grades K-3, 39% at grades 4-6, 27% at grades 7-8). Between 93-100% of parents were satisfied or extremely satisfied with their child's overall ECS experience, their child's instruction, their teacher's expectations, and notice regarding tests and projects at grades K-3 and grades 7-8, and 75-83% were satisfied or extremely satisfied in these categories in grades 4-6. 95% of responders believed that communication was effective, 90% would recommend ECS to other parents (6% not sure, 3.5% would not recommend), and 83% would keep their children at the school through grade 8 (14% not sure). Opportunities for improvement perceived by parents included instructional differentiation, communication by teachers with one voice, and consistency of grade level expectations. Greatest priorities perceived by parents included maintenance of the teacher/student ratio, experiential learning, technology, differentiated/individualized instruction, and proximity of permanent facility to current location.

Land Update:

Andy Kristianson reported that the Endeavor foundation had reopened the architect search, due to less flexibility from the previous architect than was desired. The foundation was retaining a project manager, who had experience in land purchase for nonprofit entities, to coordinate land purchase and facility construction. The foundation cost for the project manager was \$120,000 over two years, but would likely represent a cost savings in the long run. A design-build approach would be pursued, and an architect and general contractor would both be retained early in the process. Negotiations with BB&T Bank over financing through a tax exempt bond was still in process. The bank has suggested that about \$500,000 in additional cash reserve was needed over the next several months. The board resolved to hold a joint meeting with the foundation and school board and BB&T bank to clarify the bank's expectations. John Balla was working to prepare a renewed capital campaign.

Staff Benefits Threshold:

Margaret Holder moved to establish the benefits threshold for new staff hired from this point forward at 60% FTE. Christian Nechyba seconded the motion. The motion was unanimously approved with abstentions from Steve McAdams and Lisa Bolton. Anyone who is currently employed at 50% or greater FTE would retain the option of benefits.

Public Comments:

There were no public comments.

Closed Personnel Session:

Andy Kristianson moved that the board go into closed session to discuss personnel topics, in accordance with statute 143.318.11 (a) (6). Margaret Holder seconded the motion. The motion was unanimously approved. The board went into closed session at 10:07 pm. The board returned to open session at 10:30 pm.

Adjournment:

The meeting was adjourned at 10:30 pm.

Appendix A: Endeavor Charter School's Academic Focuses for 2012-2013

Goal One: Creativity

Creative instructional strategies, including hands-on learning, are fundamental to Endeavor's charter. Teachers implement a variety of high interest activities and/or styles within each lesson to increase learning and retention.

How we will accomplish this:

- Utilize online resources that enhance academic lessons through visual aids to increase student understanding of a specific topic. Such online sources may include the following:
 - Brain Pop
 - United Streaming
 - Study Island
 - Teaching Channel. Org
 - You Tube
 - Wonderopolis
- Incorporate hands-on learning opportunities to strengthen students' acquisition of new material.
- Create a best-practices list for effective hands-on methods for each subject area.
- Train teachers in a creative method of encouraging evaluative review.

Means of assessment:

- Each teacher will meet at least twice a year with a curriculum coordinator to discuss areas of success and areas of need within his or her daily practice.
- Teachers will provide feedback on mid-year and end-of-year surveys.

Goal Two: Technology

21st century learners must be skilled in many technologies.

How we will accomplish this:

- Utilize our mobile labs effectively. An additional mobile lab has been added to allow students access to technology devices a minimum of 14 times per quarter (per grade level).
- Teachers will meet with Melissa Bonsted weekly. She will communicate with each grade level to assist in planning technology-related lessons that enhance the standard course of study.

Means of assessment:

- Teachers will provide feedback on mid-year and end-of-year surveys.

Goal Three: Collaboration

Communicating effectively and honestly fosters a healthy and productive workplace.
How we will accomplish this:

- Involve all staff in the planning and implementation of academic focus days.
- Involve all staff in the planning and implementation of service days.
- Utilize “The issue is...” form to focus fierce conversations.
- Seek the advice and expertise of Jim Dotson as needed throughout the year.

Means of assessment:

- The Leadership Team will debrief after each academic focus day on the effectiveness of the day.
- The administrative team will evaluate the success of the fierce conversations within contentious or dysfunctional working relationships.
- Teachers will provide feedback on mid-year and end of year surveys.

Goal Four: Communication

Effective communication is a vital skill for teachers and students which requires practice and specific focus.

How we will accomplish this:

- Create year long vocabulary lists to support units of study and incorporate these words into the academic language of the class
- Maintain a communication log of parent contacts throughout the school year.
- Establish healthy relationships with students and communicate on an appropriately personal level.
- Establish and utilize a version of “The issue is...” form.

Means of assessment:

- Student vocabulary retention will be assessed throughout the year.
- The administration will review teacher communication logs throughout the year.
- Teachers will commit to implementing “Morning Meetings” that unite students and create a positive class environment.
- Teachers will provide feedback on mid-year and end-of-year surveys.

Goal Five: Citizenship

Citizens of our school community value and respect one another.

How we will accomplish this:

- Encourage families to take part in community service outings sponsored by various staff.
- Include additional academic days to the ones we already have (Day of Reading, Math, and Writing), specifically Days of Service the last day of Quarters 1, 2, and 3.

- Introduce a “Brag Board” to spotlight service initiatives students and staff participate in outside of those offered at Endeavor.
- Create family challenges throughout the year to encourage participation in our community.
- Train eighth grade students to provide some of the morning announcements for the school.

Means for Assessment:

- The number of participants (staff, student, and community) will be documented and graphed on the service bulletin board.
- Participants/Entries in family challenges will be displayed on the TV in the front hall.
- Teachers will provide feedback on mid-year and end-of-year surveys.

Goal Six: Critical Thinking Skills

High-level critical thinking activities encourage growth in students.

How we will accomplish this:

- Use daily formative assessment to drive future instruction.
- Discuss the learning target each day so that students can self-assess their performance.
- Utilize open-ended questions to promote growth in all students.
- Establish uniform book club policies and procedures reformatted to the Common Core State Standards.
- Establish a uniform approach to assessing and giving feedback on writing.
- Increase non-fiction reading resources, instruction, and opportunities.

Means of assessment:

- Each teacher will meet at least twice a year with a curriculum coordinator to discuss areas of success and areas of need within his or her daily practice.
- Teachers will submit samples of their poetry and writing tasks to the literary magazine each quarter.
- Students will be ready and able to explain the learning target to visitors in the classroom.
- Teachers will provide feedback on book clubs and writing assessment.
- EOG scores