

RECORD OF NOTES
Special Called Board Workshop
February 18, 2016 5:30 PM
Trigg County Board of Education
Central Office Conference Room

Present Board Members:

Ms. LaVern Baker
Mr. Mike Davis
Ms. Jo Alyce Harper
Ms. Sharon Simmons

ATTENDING:

Travis Hamby, Superintendent	Beth Sumner, Asst. Superintendent Of Instruction	James Mangels, Dir. Of Student Services & Personnel
Howell Hopson, Bd. Attorney	Shannon Burcham, Principal	Erin Eagleson, Vice Principal
Amy Breckel, Principal	Brian Futrell, Principal	Lisa Bush, Vice Principal
Ann Taylor, Principal	Lindsey Childers, Vice Principal	Faye Stevens
	Matt Ladd	Mary Jones

Chairman Davis called the workshop to order at 5:45 p.m.

WELCOME/STRATEGIC PLAN

Mr. Davis welcomed the group and then Mr. Hamby discussed how the strategic plan came about and why.

DISCUSSION OF VISION/MISSION LARGE GROUP PROTOCOL

Roles – Parent, support staff, business/employer, student, teacher, community
(Board members already come with that perspective; administrators as well)

WORK GROUPS WITH SPECIFIC Q'S – 4 SMALL GROUPS – USE PROTOCOL (KEY STRATEGY)

Led by Travis Hamby, Beth Sumner, James Mangels, Mary Jones

- Teaching and Learning – Mary; Facilitator – Ann
- Facilities & Operations – Travis; Facilitator – Brian
- Employee Engagement & Development – James; Facilitator – Amy
- Stakeholder Engagement – Beth; Facilitator - Shannon

GROUPS REPORTED OUT - 10 MINUTES PER GROUP

That the meeting be adjourned - Time 8:45 p.m. passed with a motion by Ms. Jo Alyce Harper and a second by Ms. LaVern Baker. 3 Yeas - 0 Nays.

CLOSING REMARKS/ADJOURNMENT

Mr. Davis and Mr. Hamby made closing remarks; motion to adjourn was made by Jo Alyce Harper with a second by LaVern Baker. Meeting adjourned at 8:12 p.m.

Chairperson

Superintendent

(SUPPORTING NOTES ATTACHED)

TEACHING AND LEARNING

- Competency system and personalized learning go hand in hand
- Need to identify competencies prior to standards based grading
- Will there be an advisor/mentor as students progress year to year in terms of PL Plan?
- As students progress, we need to consider multi-age classes with students progressing as their own pace
- PD for both standards based grading and personalized learning Intentional Plan

FACILITIES AND OPERATIONS

- Make sure actions are clearly communicated (ex-new staff)
- Share progress (positive and negative) toward goals (increase in attendance, decrease in workers compensation, etc.)
- Celebrate successes
- Re-evaluate workload distribution as needed (yearly, every two years)

RECOMMENDATIONS

- How do we show the stakeholders the connection to them/vocabulary
- How to get the students to buy in
- Competition
- Perhaps add Personalization (Passions or Interests)
- What effort is expected from the community
- How do you empower students
- How do you engage stakeholders
 - Goals and objectives
- What is an effective learning community
- Rec - Take out education jargon - \$5 words
 - Stakeholders/Collective effort
 - Effective learning community
- Stop after world
- Empower students to do what?
 - Mission needs clarification with knowledge, skills, and dispositions
- Empower each student with K/S/D leading to CCR

Communicate → Methods
 → Message
 ↓ → Medium

Populations (What works for each?)

↓

<u>Internal</u>		<u>External</u>
Classified Staff		Parents (what are needs)
Certified Staff		Businesses
Students		Community Members
	Advisory/Focus Groups	

CHANNELS FOR FEEDBACK

- To inform action
- Invite representative populations - OR -
- Open Invitation

EMPLOYMENT DEVELOPMENT/ENGAGEMENT

- System to track
 - Separate “professional days” from “sick/personal days”
- How to deal with dock days - Accountability
- Incentives for 96% attendance ↑
 - Require medical note/excuse

PARKING LOTS?