

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: June 11, 2012

AGENDA ITEM No. 12-06-12

ACTION ITEM: (Y/N) N

SUBJECT: Efland-Cheeks Elementary (ECE) School Program Report

INFO. CONTACT: Crystal Scillitani, Principal PHONE: 919-563-5112

**ATTACHMENTS:**

1. PowerPoint.
2. Efland-Cheeks Data.
3. Three Year Budget Outline for Leadership Model Training & Implementation.

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**PURPOSE:** To inform the Board of Education of the unique needs of the ECE school community and provide a recommended course of action to make sustained and meaningful improvement that will provide the ECE students with the tools to be competitive in a global economy.

**BACKGROUND:**

In the fall of 2011, newly appointed Efland Cheeks Elementary School principal, Crystal Scillitani began the process of collecting data for a needs assessment to help in developing overall goals for the school. Initial efforts were focused on obtaining parent feedback in order to determine what families' desired for their children, the needs of the Efland community, and the future direction of the school.

Parents' feedback revealed consistent responses with key points all falling within a continuum of Leadership Skills and 21<sup>st</sup> Century Learning Skills. The parental feedback fell into four overarching categories:

- ✓ **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning
- ✓ **Ways of working.** Communication and collaboration
- ✓ **Tools for working.** Information and communications technology (ICT) and information literacy
- ✓ **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility

As a result of the parent feedback, the school conducted a book study that included parents and school staff. The book selected was *The Leader in Me*, by Stephen Covey in order to learn more about the Leadership School Model that is now the foundational approach of more than 36 schools in North and South Carolina and 750 schools worldwide.

*The Leader in Me* is a research-based process for school-wide transformation that is designed to enhance students' life skills and workforce readiness, and does it in a way that elevates student achievement and engagement. The process also directly impacts school culture and staff effectiveness. Indirectly, families, communities, and workplaces likewise benefit.

At the culmination of the book study, the overwhelming response from parents and staff was to set a course in the direction of empowering the students at ECE through the universal skills of leadership.

Key points emphasized in the book were that to be effective in the 21<sup>st</sup> century, students need to become proficient in core subjects such as reading, writing, science, and math. It is also increasingly important for them to also become proficient in basic life skills. Specifically, they need to possess the mindsets, skill-sets, and tool-sets

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to: 1) take care of themselves, to become *independent*, 2) to interact well with others, to become *interdependent*, and 3) to continually improve over time.

Accompanying the parent feedback and book study outcomes, quantitative data for the 2010/2011 school year was also examined for the needs assessment. This data showed that the school was the third highest school in the district as it related to free and reduced lunch counts at 59.82%, the overall academic proficiency was 68.3% as measured by the ABCs of North Carolina ( the second lowest achieving school in the district) , the school did not make Adequate Yearly Progress (AYP) achieving 13/17 overall academic goals, and the school was designated as a Title I school . Overall math proficiency for the 2010/2011 school year was 77.83% and overall reading proficiency was 61.79%. Two strengths that emerged were that the school had made overall growth in both reading and math and that the school had showed overall improvement increasing their composite of 63% in 2007/2008 to 68% in 2010/2011.

Another piece of data that was collected was an overall behavioral analysis of the students. ECE staff worked with UNC researcher and Board Certified Behavior Analyst, Dr. Kathleen Lane, as part of a Research Triangle Partnership Grant. Dr. Lane and her team of researchers worked with the ECE staff in completing two rating scales for each student enrolled at the school. Areas rated were Prosocial Behavior, Motivation to Learn, Early Reading Skills and Early Math Skills. The overall rating scales data showed that a substantial percentage of the ECE students have behavioral concerns that fall into the category of *moderate to significant difficulty*.

After collecting both quantitative and qualitative data from the needs assessment, Principals Scillitani, staff and parents determined that the future goals of the school should include a strong leadership component. This decision was made using the academic scores, behavioral studies and parent and staff feedback. Using the *Leader in Me* as a framework, the following recommendations emerged as future goals for the school:

Develop a two pronged approach to meeting the unique needs of the Efland-Cheeks Community;

- 1) Focus professional development (working with Franklin Covey) that will prepare staff to respond to the demands and rigor of their profession. In addition, increase student engagement and provide the scaffolding for students to take charge of their learning.
  - a. Increase students' self-confidence, teamwork, initiative, creativity, leadership, problem-solving, communication, diversity awareness and academic performance
  - b. Improve school culture
  - c. Decrease disciplinary issues
  - d. Increase teacher pride and engagement
  - e. Achieve greater parent satisfaction and involvement
- 2) Explore potential for year round conversion to allow for meaningful intervention to take place during intercession time frames.
  - a. Parent input meetings
  - b. Assessing daycare and intercession options within the community

Along with these two recommendations, the principal has developed a three year plan to address the academic and behavioral needs of the student body at ECE. The three year plan is attached.

**Financial Impact:** Leadership Model Training, Certification and Materials – three year total cost of \$58,002.77

**Recommendation:** The Superintendent recommends that the Board of Education receive for information the proposed plan for Efland Cheeks Elementary and provide staff with feedback and direction.

# The Leader in Me - Projected Investment - Year 1

## School: Efland Cheeks Elementary Year 1: Implimentation Process

### Step 1

#### Vision Day Workshop (ALL staff)

Date: 1-day (TBD)

	Qty	Price	Subtotal
Training Fee	1	\$ 2,500.00	\$ 2,500.00
Vision Day Participant Manuals	74	\$ 20.00	\$ 1,480.00
Shipping	1	\$ 61.30	\$ 61.30
Consultant Travel Expenses (estimate)	1	\$ 825.00	\$ 825.00
<i>Total</i>			\$ 4,866.30

### Step 2

#### 7 Habits Signature Workshop (ALL staff) - see Tchr/Student Materials below as they are shipped/invoiced at the Dates: 3-days (TBD)

	Qty	Price	Subtotal
Training Fee	3	\$ 2,500.00	\$ 7,500.00
7 Habits Signature Participant Manuals	74	\$ 90.00	\$ 6,660.00
TLIM Web Comty.+ IP License for 1 year	1	\$ 1,000.00	\$ 1,000.00
Shipping	1	\$ 173.00	\$ 173.00
Consultant Travel Expenses (estimate)	1	\$ 1,350.00	\$ 1,350.00
<i>Total</i>			\$ 16,683.00

### Step 3

#### Cultural Implementation Workshop (ALL staff)

Date: 1-day (TBD)

	Qty	Price	Subtotal
Training Fee	1	\$ 2,500.00	\$ 2,500.00
Implementation Participant Manuals	74	\$ 20.00	\$ 1,480.00
Shipping	1	\$ 61.30	\$ 61.30
Consultant Travel Expenses (estimate)	1	\$ 825.00	\$ 825.00
<i>Total</i>			\$ 4,866.30

### Step 4

#### 7 Habits Signature Certification Workshop

(Lighthouse Team of 6 folks)

Dates: 2-day (TBD)

	Qty	Price	Subtotal
Training Fee	2	\$ 2,500.00	\$ 5,000.00
7 Habits Signature DVD Set	1	\$ 300.00	\$ 300.00
7 Habits Signatue Facilitator Kits	6	\$ 425.00	\$ 2,550.00
Shipping	1	\$ 85.82	\$ 85.82
Consultant Travel Expenses (estimate)	1	\$ 1,050.00	\$ 1,050.00
<i>Total</i>			\$ 8,985.82

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**Step 5**

**Lighthouse Team Level 1 - Culture Training**

(Lighthouse Team of 6 folks)

Date: 1-day (TBD)

	<b>Qty</b>	<b>Price</b>	<b>Subtotal</b>	
Training Fee	1	\$ 2,500.00	\$ 2,500.00	
Lighthouse Team Participant Manuals	6	\$ 95.00	\$ 570.00	
Shipping	1	\$ 27.24	\$ 27.24	
Consultant Travel Expenses (estimate)	1	\$ 825.00	\$ 825.00	
<i>Total</i>				\$ 3,922.24

**Leader in Me Student/Teacher Materials (shipped/invoiced w/ materials in Step 1 above)**

	<b>Qty</b>	<b>Price</b>	<b>Subtotal</b>	
Student Activity Guides (1st - 5th Grade Students)	379	\$ 5.00	\$ 1,895.00	
Teacher Editions (K-5 Grade Teachers)	25	\$ 19.95	\$ 498.75	
Seven Habits of Happy Kids book (K-3 Class.)	18	\$ 11.50	\$ 207.00	
7 Habits of Happy Kids Poster Sets (K-3 Class.)	18	\$ 24.95	\$ 449.10	
7 Habits Tree Poster (4th-5th Grade Classrooms)	7	\$ 8.00	\$ 56.00	
Shipping	1	\$ 99.44	\$ 99.44	
<i>Total (for Student/Teacher materials)</i>				\$ 3,205.29

**Projected Investment**

**\$ 42,528.95**

## The Leader in Me - Projected Investment - Year 2

**School: Efland Cheeks Elementary**  
Year 2 - Leading with Data

### Step 1

#### Implementation - Level 2 - Empowering Great Leaders (ALL Staff)

Date: (1-day) - TBD

	Qty	Price	Subtotal	
Training Fee	1	\$ 2,500.00	\$ 2,500.00	
Implementation Level 2 - Participant Manuals	74	\$ 30.00	\$ 2,220.00	
Shipping	1	\$ 77.64	\$ 77.64	
Consultant Travel Expenses (estimate)	1	\$ 825.00	\$ 825.00	
<i>Total</i>				\$ 5,622.64

### Step 2

#### Lighthouse Team 2 - Achieving Schoolwide

Goals (Lighthouse Team of 6 folks)

Date: (1-day) - TBD

	Qty	Price	Subtotal	
Training Fee	1	\$ 2,500.00	\$ 2,500.00	
Lighthouse Team - Level 2 Participant Manual	6	\$ 95.00	\$ 570.00	
Shipping	1	\$ 27.24	\$ 27.24	
Consultant Travel Expenses (estimate)	1	\$ 825.00	\$ 825.00	
<i>Total</i>				\$ 3,922.24

### Step 3

#### Renewal of Resources (bundled in Step 1 above)

	Qty	Price	Subtotal	
Student Activity Guides (1st -5th Grades)	379	\$ 5.00	\$ 1,895.00	
I.P. License & Web Community (annual renewal)	1	\$ 1,000.00	\$ 1,000.00	
Shipping	1	\$ 69.47	\$ 69.47	
<i>Total</i>				\$ 2,964.47

**Projected Investment**

**\$ 12,509.35**

# The Leader in Me - Projected Investment - Year 3

**School: Efland Cheeks Elementary**

**Year 3 - Sustainability**

**Step 2**

## Renewal of Resources

	<b>Qty</b>	<b>Price</b>	<b>Subtotal</b>	
Student Activity Guides (1st - 5th Grades)	379	\$ 5.00	\$ 1,895.00	
I.P. License & Web Community (annual renewal)	1	\$ 1,000.00	\$ 1,000.00	
Shipping	1	\$ 69.47	\$ 69.47	
<i>Total</i>				\$ 2,964.47

**Projected Investment**

**\$ 2,964.47**

## ***The Leader in Me - Total Projected Investment***

**School: Efland Cheeks Elementary**

<b>Year 1</b>	<b>\$</b>	<b>42,528.95</b>
<b>Year 2</b>	<b>\$</b>	<b>12,509.35</b>
<b>Year 3</b>	<b>\$</b>	<b>2,964.47</b>
	<b>\$</b>	<b><u>58,002.77</u></b>

Table 1: Student risk=behavior

The first instrument screened for antisocial behavior, which could predict very negative academic, social, and behavioral outcomes for students. These data indicate a consistent need across all grade levels.

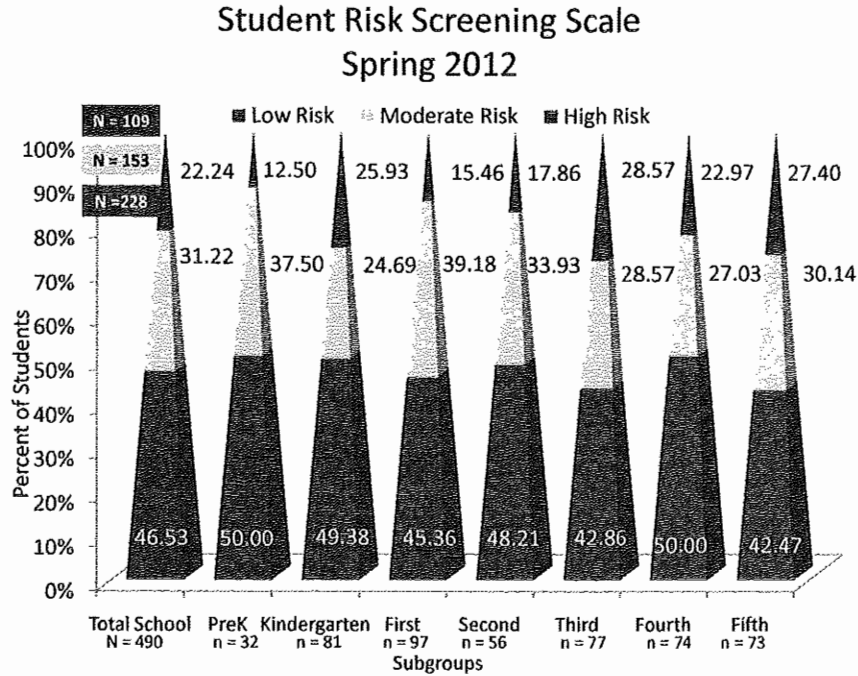
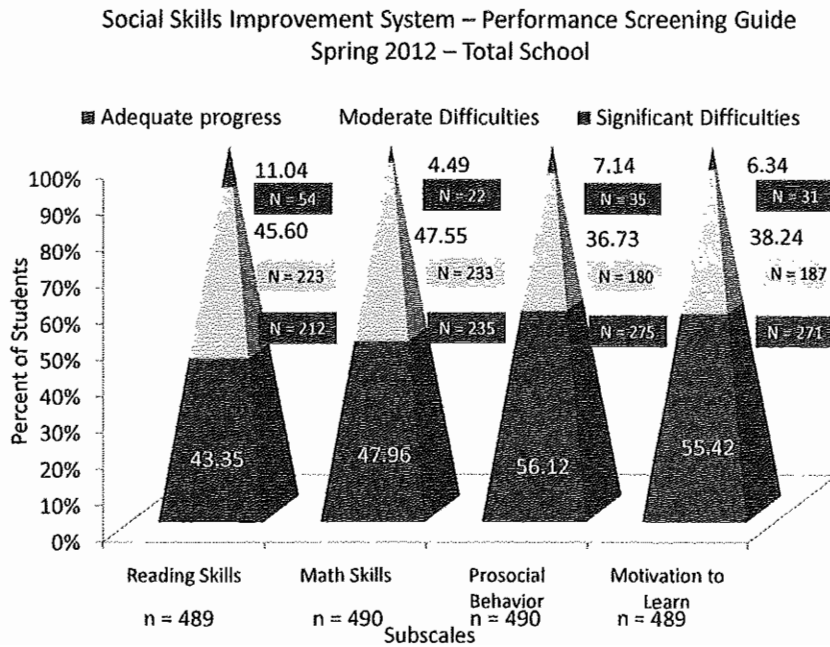
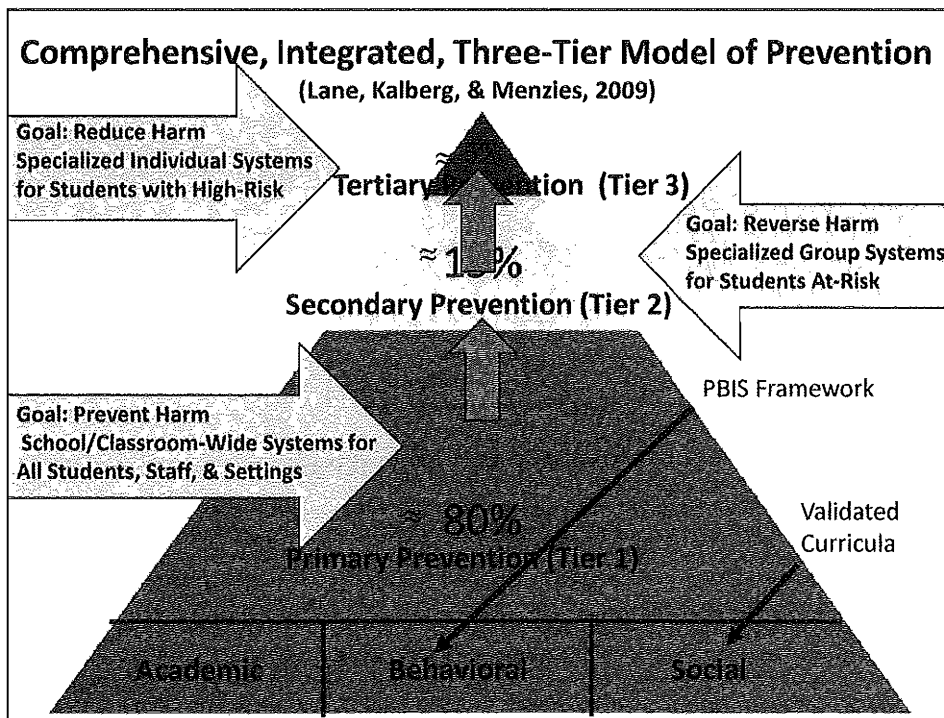
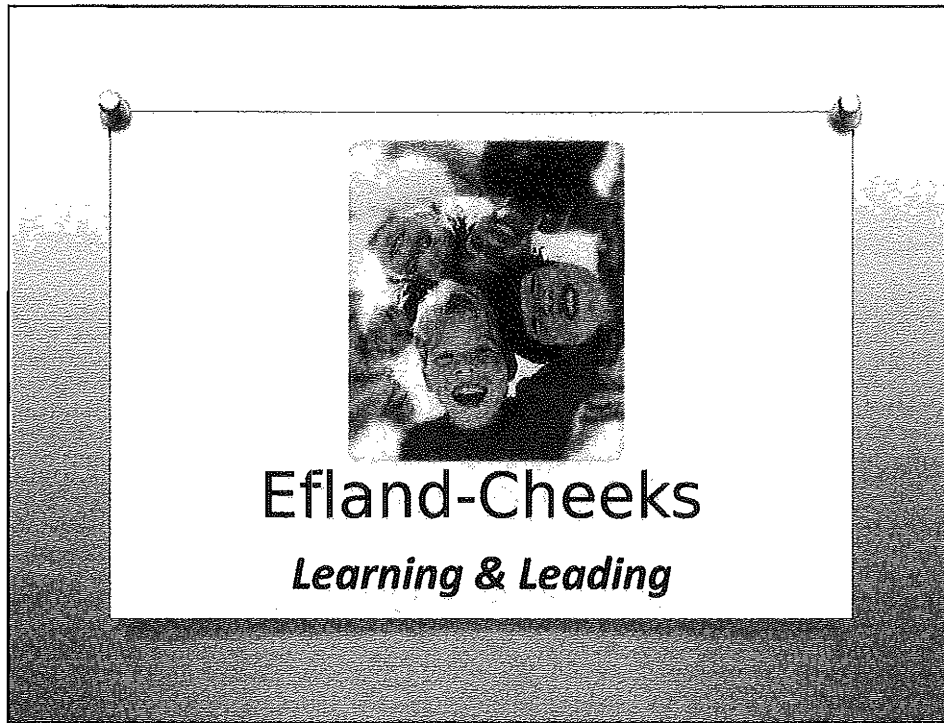


Table 2: Student Risk=Academic and Prosocial Behavior/Motivation

The second instrument screened a broader set to include reading, math, motivation to learn, and prosocial behavior. This screening validates the need for a systematic school wide approach to support student achievement.







### Student Risk Screening Scale (Drummond, 1994)

The SRSS is 7-item mass screener used to identify students who are at risk for antisocial behavior.

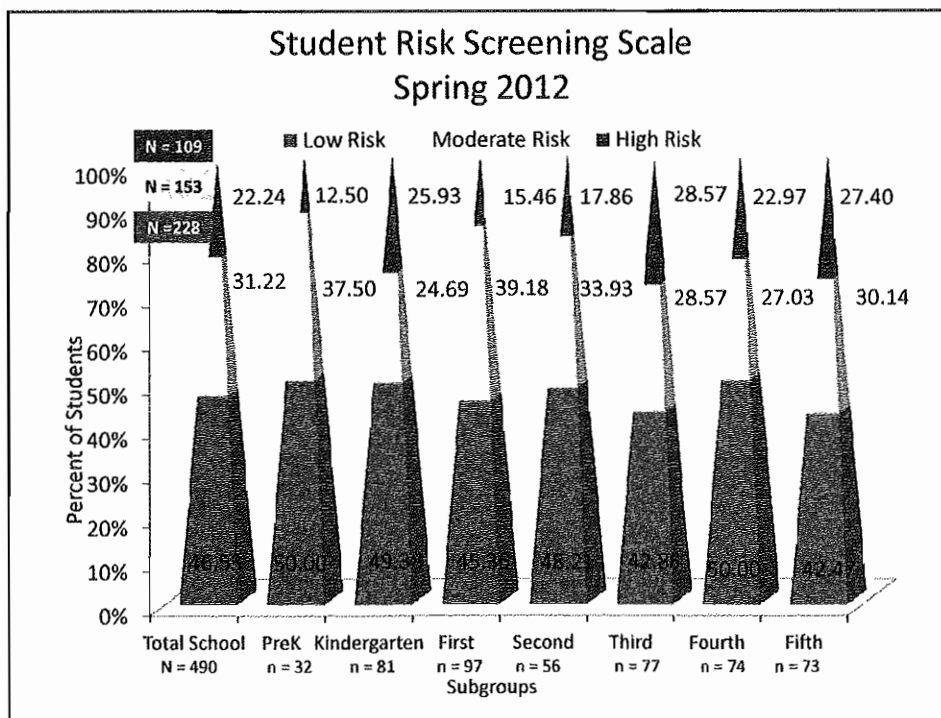
Uses 4-point Likert-type scale:  
*never = 0, occasionally = 1, sometimes = 2, frequently = 3*

Teachers evaluate each student on the following items

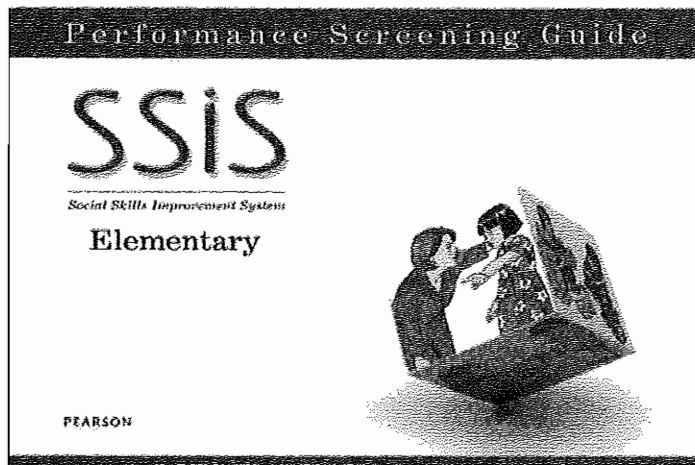
- Steal
- Lie, Cheat, Sneak
- Behavior Problems
- Peer Rejection
- Low Academic Achievement
- Negative Attitude
- Aggressive Behavior

Student Risk is divided into 3 categories

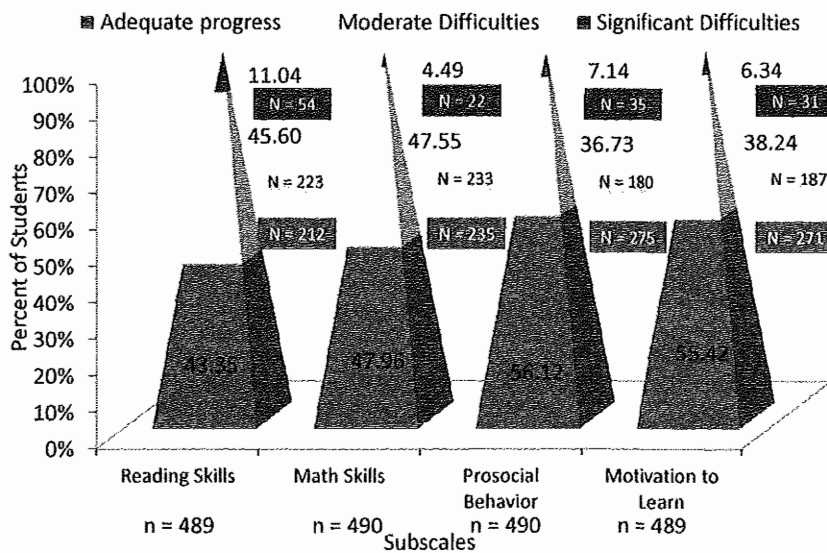
Low	0 – 3
Moderate	4 – 8
High	9 - 21

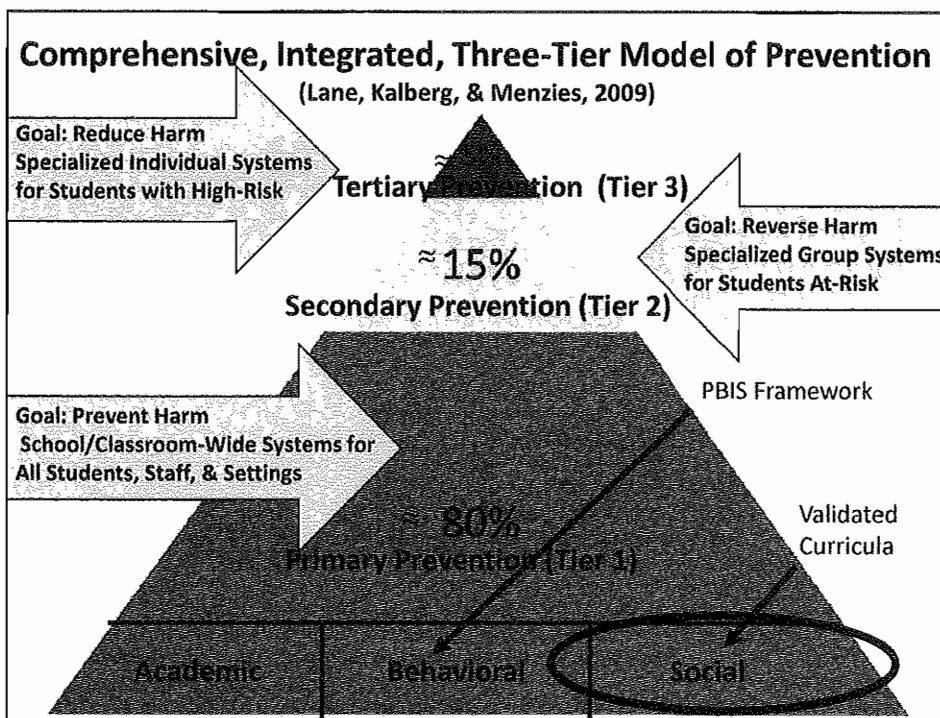
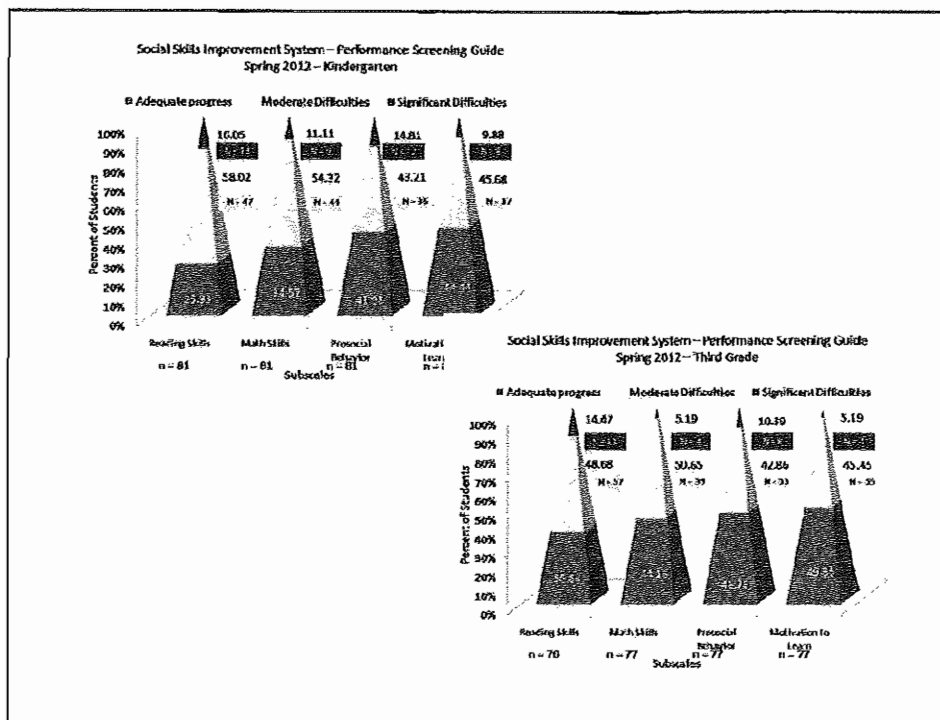


Social Skills Improvement System – Program Screening Guide  
(SSiS- PSG; Elliott & Gresham, 2007)



Social Skills Improvement System – Performance Screening Guide  
Spring 2012 – Total School





**Recommendation**  
**Leadership Model**

Year Round Exploration

Thank you!

