



Board Retreat

Saturday, September 15, 2012

8:30a.m. – 3:00 p.m.

Location: Brunswick Bowl

Mission: DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

Vision: DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

Pillars: Arts and Science Focus, Enriched Learning Experience, Differentiated Instruction, Character Development

1. Call to order: 8:40 p.m.

2. Roll Call:

Attendance: Terri Sheehan, Doug Hiatt, Kami Peterson, Doug Dinndorf, Dale Lieb, David Cauley, Ravi Raghavapudi and Mike Hebert

Absent: Levi Bouwman

Guests: Paul Simone and Holly Fischer

3. Adoption of Agenda and Addendums:

Motion: To adopt the agenda, after removing the item titled “Board Officers”

First: Lieb

Second: Hiatt

Passed Unanimously

4. Agenda

Time	Agenda Item	Facilitator
8:30 – 8:40	Welcome & breakfast	Terri Sheehan
8:40 – 9:00	<p>Paul Simone talked about the organization structure of Math and Science Academy, where he has been its Director for ten years. He indicated DaVinci Academy is similar in size, administrative composition and population. He complimented the board on the decision to look at our organization structure before filling the position.</p> <p>He suggested we need an operational person and instructional person, and feels we need two people to do the work, in addition to an Executive Director. At his school, the Operations Director was combined with the Executive Director position. The Principal functioned as the instructional coordinator.</p> <p>Who do we want to be our Executive Director? Academic Director (Instructional Leader) or Operations Director?</p> <p>Main qualities of an effective Executive Director: Ability to do 2 things:</p> <p style="padding-left: 40px;">1. Direct Resources Where They Are Needed: (Do people</p>	

	<p>have what they need in to perform their job?) – office people having what they need, board having what they need, teachers having what they need. Finance Director needs to be able to gather financial information. Are they able to direct the resources in the proper areas and are they resourceful?</p> <p>2. Coordination and Organization: Involved in day-to-day operations when something is going wrong. Ensure people are doing their jobs. If they are doing their job and scores still don't show the work, it is the job of this person to find a way to fix it.</p> <p>Executive Director is the only one who works for someone... works for the board of directors. Responsible for serving the board, which includes working for parents, teachers and the school community. Those are the people reviewing them on an annual basis.</p> <p>Can use sample job descriptions as a starting point, but they need to be reviewed and customized once an Executive Director is hired.</p> <p>Should review job descriptions annually. If responsibilities are not being met, they either need to be removed from the job description or changes need to be made to see they are met.</p> <p>Question from Cauley: How does an expansion of sites impact leadership structure? Simone suggested looking at Nova Classical for guidance. He recommends keeping campuses together. One Executive Director should be able to handle both sites. Academic Director and Instructional Coordinator would need to be duplicated in two sites, and with the expansion to a full high school.</p> <p>Question from Hiatt: Can one director oversee an elementary, middle and high school? Simone suggests they can, with the selection of lead teachers, who have their workload reduced.</p>	
	<p>Holly Fischer advised vendor management, state reporting, facilities management, coordination of the school lottery process, budgeting and financial management and the management of the school's support staff are areas where the current administration needs help. She and the other three administrators will work with the interim School Director to focus on these areas.</p> <p>There is some sentiment that there is an overarching feel from Administration. There is a need to split grades and responsibilities. We need to have a separate focus for lower grades and upper grades. Fischer suggests splitting at K-5 and 6 and over, due to the curriculum.</p> <p><i>Leverage Leadership</i> book: Fischer feels we currently perform culture checks for teachers and students. Fischer sets the staff culture and Gregg Eldred sets the student culture. We are not addressing instruction needs with the intensity depicted in the book. The book recommendations requires a lot of time. We are moving in that direction, but it will take time to get there.</p>	
	<p><i>Leverage Leadership</i> Discussion:</p>	

9:00 – 9:20	<ul style="list-style-type: none"> • Describe the lever • How does the lever relate to DaVinci • Pros and cons • Recommendation on how DaVinci might utilize the lever • Discussion and conclusions <p>Instructional Levers:</p> <p>1. Data Driven Instruction (Presented by Hiatt) This is something we have already adopted and embrace (3 years of experience).</p> <p>Current assessments are aligned to state standards, may not necessarily be based on the progression of grade to grade. Still more work to be done.</p> <p>Need data reports on how each student did, and what wrong answers occurred. Should show individual student and class results.</p> <p>Recommendation: Have standards and a consistent method for reporting on the DDI standards. We need to improve upon the current work in place.</p>	Doug Hiatt
9:20 – 9:40	<p>2. Observation and Feedback (Presented by Cauley) Pros: Increase feedback to teachers, speed up teacher “learning curve”</p> <p>Cons: Time consuming for the observers, hard to focus on coaching rather than evaluation as a practice and a perception</p> <p>Recommendation: The new Instructional Coordinator position seems to be providing the teachers with adequate feedback. The number of times the IC is currently planning to meet with teachers already far surpasses most traditional districts, including our own former practices. To further raise observation and feedback practices, DaVinci would need to radically overhaul its current staff job descriptions to allow multiple observations and coaching sessions to allow sufficient time to get them done.</p>	David Cauley
9:40 – 10:00	<p>3. Instructional Planning (Presented by Hebert) Autonomy in lesson planning allows some teachers to fail to plan effectively. Why were the activities decided for the class... can we tell if students learned anything from their creation (assignment)? It's not what they do it's how they do it.</p> <p>Recommendation: Lesson planning is going well. We need to have people who will spend the time to look at what and HOW teachers are doing in the classroom and the message teachers are communicating to the student. Observe what is actually being learned in the classroom.</p> <p>Imagine being the student and study the reasons they should be doing the work. Are students learning to satisfy the teacher or are they learning to learn about the subject? Can the student defend why they are doing the work and demonstrate that they comprehend it?</p>	Mike Hebert
10:00 – 10:20	<p>4. Professional Development (Presented by Dinndorf) Professional Development should be done by someone who is intimately familiar with the school's data, observations and culture. The first three levers must be in place before starting professional development, as described in the book.</p>	Doug Dinndorf

	<p>Recommendation: Focus on the first three levers and once those are in place and maximized for outcomes, then professional development can commence. Our school is not ready to implement professional development, as outlined in this book, because our attention needs to be on the first three levers, which will have a more dramatic impact on improving our students' learning process and set the stage for professional development at a later date.</p>	
10:20 – 10:30	BREAK	All
10:30 – 10:50	<p>Cultural Levers: 5. Student Culture (Presented by Lieb)</p> <p>Culture sets the predominating attitude and behaviors of a student population. Nothing is as important as learning ties smart mind to strong character (puts responsibility on the student) Need repeated practice to achieve:</p> <ul style="list-style-type: none"> • A vision (what students should do while at school) • Turn vision into minute-by-minute schedules • Practice this before going into the classroom (anticipate what needs to be done to build the culture) • Monitor and maintain (evaluate progress) <p>Move from a good culture to a great culture.</p> <p>Pros: Generating a strong culture can create engagement and improvements in many areas.</p> <p>Cons: Challenge to create consistency, and replication of the culture. How to assess it.</p> <p>Recommendation: DaVinci is already starting to use this lever. Student culture has already changed to what it is today. We have made strides in this area. We need a continuing focus on culture. We should continue to work to implement this for the benefit of the students. We are on a good trend line to a positive culture.</p>	Dale Lieb
10:50 – 11:10	<p>6. Staff Culture (Presented by Raghavapudi)</p> <p>Set the vision - what should we say about the school when people ask us? Get the right people "on the bus". Set a stake in the ground. Keep your ear to the rail. Lather, rinse, repeat.</p> <p>Recommendation: Consider an exercise to determine the vision for staff culture. Consider a "Director of fun" - a staff role, not a position. Use the vision to guide hiring of our new director. It is important to hire a director aligned with our vision as this person will lead our future. Develop a staff hiring process that aligns with our vision. Staff development days should include time for building staff culture - could use school psychologist for this purpose. Leadership needs to consciously cultivate such habits. Provide our new school director with a copy of <i>Leverage Leadership</i>. Use self-assessment to identify key areas of improvement, then develop next steps to take action. Increase staff participation, empowerment and ownership. Develop a</p>	Ravi Raghavapudi

11:10 – 11:30	<p>culture tracker to ensure focus is maintained.</p> <p>*This lever is important, as you cannot meet an organization goal without staff involvement and commitment. The key take away from this lever is you cannot have a rudderless board. Everybody needs to be aligned in their understanding of the common vision and you should meticulously work towards ensuring that you build the right team and ensure that the workplace provides a good and fun environment for the staff.</p> <p>7. Managing School Leadership Teams (Presented by Peterson)</p> <p>DaVinci has a great pool of talent to draw from.</p> <p>Recommendation: I would recommend that these teachers be formally identified and ensure they are aware of the content of the book and ask for them to commit. I would recommend the identified leadership team proceed with an implementation process. Include this as a pillar of the school's framework. There is a learning curve, and administration, leadership, and the board have to be supportive and encouraging during the change. Everyone needs useable and positive feedback.</p> <p>Discussion: need a leader to provide meaningful feedback to existing leadership team.</p>	Kami Peterson
11:30 – 12:00	LUNCH	All
12:00 – 12:45	<p>Chart future organizational structure</p> <p>Need higher and lower grade support and an all-encompassing Executive Director. The new director will assist in an evaluation of what the organization structure should look like and recommend appropriate changes.</p> <p>Operations Upper School Lower School One Campus vs. Two Student Development Special Ed</p>	Terri Sheehan
12:45 – 1:30	<p>Finalize administration job description(s)</p> <p>School Director needs a focus on leadership and vision. Needs the capability to manage the “organization”.</p> <p>Responsibilities include:</p> <ol style="list-style-type: none"> 1. Direct resources where they need to be – make sure people have what they need in to perform their jobs. 2. Coordination and Organization: Involved in day to day operations when something is going wrong. Ensures people are doing their jobs. If they are doing their job and scores still don't show the work, it is the job of this person to find a way to fix it. 	Terri Sheehan
1:30 – 2:00	<p>Next steps (i.e., interim phase, interim pay, going forward)</p> <p>Discussion of part time or full time. Preference for part time, for</p>	Terri Sheehan

	<p>the position of Interim Director of Operations.</p> <p>Leadership team will need to review the content of the book and present the information to the board about how to move forward with alignment with the <i>Leverage Leadership</i> book.</p> <p>In posting for the permanent School Director position, we will look for an operations focus or an academic focus, or both.</p>	
2:00 – 2:15	<p>Board Officers To be discussed at future meetings.</p>	Terri Sheehan
2:15 – 2:30	<p>Board Committee Memberships</p> <p>Motion: To accept and approve the changes agreed upon for the chairs and vice chairs of the board committees</p> <p>First: Lieb Second: Hiatt Passed Unanimously</p>	Terri Sheehan
2:30 – 2:45	Wrap-up and Action Items	Terri Sheehan

5. Adjourn the meeting

Motion: To adjourn the meeting at 2:55 p.m.

First: Raghavapudi **Second:** Peterson **Passed Unanimously**