



Superintendent's Post-Entry Report

A Report to the Scotland County Schools Board of Education and Community on the Superintendent Entry Activities

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4/12/21

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Dear Students, Staff, Community and Friends of Scotland County Schools,

As the new Superintendent of Scotland County Schools (SCS) I am excited to share my 100-Day Post-Entry Report. The report is designed to: (1) to serve as a guide for my work as the district's leader; (2) to provide accountability to the School Board, students, parents, and community stakeholders; and (3) to ignite transformation of our district to grow greatness for all students attending Scotland County Schools. Upon my arrival in January 2021, I have intentionally scheduled time to learn more about our schools, human capital, committed leaders, ambitious learners, and supportive parents of our school district, as well as our engaged members of the greater community.

I have met with students, parents, state and local elected officials, community partners, local and state superintendents, civic and business leaders, law enforcement officials, faith-based organizations, institutions of higher education, philanthropic organizations, media outlets, and numerous partners in education to begin cultivating the relationships necessary for a solid foundation for improving the educational outcomes for our students. I have confidence in our collective ability to understand that the success of our County, State, Nation, and World is directly connected to Scotland County Schools.

Subsequently, I will continue to communicate with all stakeholders for input on how we can better serve our students and families. With this understanding, several superintendent advisory groups will be established to garner feedback from our various customers (students, teachers, support staff, parents, school resource officers, businesses, and faith-based groups) regarding their experiences in our school system. The student advisory group will serve as a liaison between students, schools, and district leaders to inform, identify, and institute system-wide changes focused on the safety, academic achievement, and culture and climate of our schools;

while the teacher and support staff advisory group will share customer service experiences and curricular information designed to strengthen teaching and learning practices to benefit all students. The parent, business, and faith-based advisory groups will foster brainstorming opportunities for parent and community engagement. Each of these groups will meet throughout the academic year.

All actions begin with policies, practices, and procedures. Therefore, I have conducted an analysis of policy manuals, board policies, employee handbooks, and strategic plans. Observations of our practices according to what we do. Analyses of student performance data, operations, public communications, curriculum documents and resources, along with recruitment and hiring practices. We have a strong foundation for action, but a review of alignment of the aforementioned items, combined with excellence in customer service and a continuous improvement mind-set, will support our goal-greatness for all students.

I consider my employment with Scotland County Schools as an opportunity to lead with a servant's heart and equity mind, all day every day, for all children. I am committed to lead Scotland County Schools to greatness and believe we have the right people inside our buildings and with-in our communities to make this belief a reality. To accomplish this reality, we must come together around a clear set of beliefs, which directs WHY, we are doing what we are doing and revisit our WHY often through reflection. Understanding WHY we do what we do is instrumental in us exceeding our agreed upon goals. Then, WHAT we need to do designs the roadmap of HOW we will work together to accomplish our goals.

Theoretically, the Plan Do Study Act (PDSA) Model will guide our work for continuous improvement with a focus on the Plan (What?), Do (How?), Study (Why?), and Act (What's Next). Accordingly, we know we must address the **whole child** and the need for **effective schools**. Therefore, the **Whole School, Whole Community, and Whole Child Framework** will guide our work with learners and the **Correlates of Effective Schools** will align our school-wide practices. I am excited about the work that lies ahead of us as we begin planning for our five-year strategic plan 2021-2026. As you review the findings in my 100-day Post-Entry Report, please note the contents will serve as a resource document for our strategic plan and support a roadmap for destination greatness.

Yours in service,

Takeda LeGrand

Takeda LeGrand, Ed.D., EJD

Findings

Governance

- | | |
|--------------------------|--|
| Areas to Celebrate: | <ul style="list-style-type: none"> ✓ Student focused ✓ Board Weekly Newsletter ✓ Monthly Board of Education and Committee of the Whole meetings ✓ Superintendent meets with Board Chair and Vice Chair to construct meeting agendas ✓ Board collectively supports social emotional learning for students and staff ✓ Board is actively engaged in professional development through the NC School Board Association |
| Opportunities for Growth | <ul style="list-style-type: none"> ↑ On-boarding of new board members ↑ Communication protocols for concerns (alignment) |

Student Achievement

- | | |
|--------------------------|--|
| Areas to Celebrate: | <ul style="list-style-type: none"> ✓ Staff and quantity ✓ 1-to-1 digital device initiative ✓ Graduation Rate (91%) ✓ Elementary and Middle Grade Science trending upward ✓ Digital Instructional Facilitators dedicated to instructional support |
| Opportunities for Growth | <ul style="list-style-type: none"> ↑ Direct curriculum and instruction support at the classroom level ↑ Instructional leadership support for school administration ↑ Data driven decision making practices ↑ Instructional Model to guide all instructional actions ↑ Alignment of instructional practices with instructional goals ↑ Student centered and equitable practices ↑ Student centered scheduling ↑ Concerted improvement plans for Reading, Math, and Science ↑ Clear instructional improvement plans and monitoring tool ↑ Increase curriculum and instructional leadership at all levels ↑ Align and maximize capacities ↑ Career and Technical Education, community college courses and post-secondary attainment ↑ Repurpose the role of Digital Instructional Facilitators to support teaching and learning ↑ Align technological resources with instructional need ↑ Develop a profile of a graduate to communicate clear expectations and outcomes |

Community Engagement

Areas to Celebrate:	<ul style="list-style-type: none"> ✓ Scotland County community and the Sandhills region is extremely supportive of SCS ✓ Local and regional media outlets have an existing relationship with SCS ✓ Community is responsive to supporting the school system and the SCS initiatives ✓ Community has desire to be involved with supporting the school system ✓ District has a website and social media account
Opportunities for Growth	<ul style="list-style-type: none"> ↑ Alignment of resources to strategic goals ↑ Having a database/directory of contacts and interest to better support schools ↑ Strategic and equitable plan for resources to engage community with supporting schools ↑ Establish a district wide communication plan aligned to professional standards and ensure that all media sites reflect current information for SCS

Effective and Efficient Operations

Areas to Celebrate:	<ul style="list-style-type: none"> ✓ Weekly cabinet meetings ✓ Monthly principal/assistant principal and digital instructional facilitator meetings ✓ Monthly beginning teacher meetings ✓ District has a current strategic plan, employee/student handbook, policies and procedures manual and testing plan ✓ Number of international teachers
Opportunities for Growth	<ul style="list-style-type: none"> ↑ Reorganization of human capital to align with core business of teaching and learning. ↑ Develop a 5-year strategic plan ↑ Long-range planning at Central Services for every department ↑ Align all meetings to the new strategic plan ↑ Eliminate duplication of meetings and efforts (i.e., AP meeting following same agenda as principal meeting) ↑ Hold regular meetings with students, staff, and community leaders ↑ Establish clear, consistent communication expectations for all staff members ↑ Review the length of stay of international teachers for financial impact and effectiveness ↑ Train budget managers ↑ Host quarterly budget reviews and conduct an employee equity audit ↑ Review district testing plan, ESL plan, AIG Plan, Indian Education plan, and employee and student handbook for current practices ↑ Recruitment and retention of highly qualified staff

Culture and Climate

- Areas to Celebrate:
- ✓ Number of support staff (Counselors, Behavior Specialist, Mental Health Professionals)
 - ✓ Administrator dedicated to student support services
 - ✓ Student organization and Athletics and extra-curricular clubs
 - ✓ Several central office and school-level employees are pursuing advanced degrees
- Opportunities for Growth
- ↑ Customer service oriented
 - ↑ Absence of diversity, equity, and inclusion plan
 - ↑ Promote and celebrate life-long learning among adults
 - ↑ Promote diversity, equity, and inclusion in in all curricular programs, student clubs and athletic programs
 - ↑ Provide staff pursuing advanced degrees with research support
 - ↑ Parent-Student choice in learning modalities

Safety

- Areas to Celebrate:
- ✓ Position dedicated to safety
 - ✓ Juvenile Attendance Council
 - ✓ Established working relationship with local law enforcement and health department
 - ✓ Student Support Service Staff
 - ✓ Manageable number of buildings (10 schools, central office, maintenance and transportation sites)
- Opportunities for Growth
- ↑ Establish a juvenile diversion program
 - ↑ Implement restorative practices
 - ↑ Conduct full review of student code of conduct to reflect strategic plan
 - ↑ Ensuring video surveillance
 - ↑ Awnings to cover walk-ways
 - ↑ Title IX Training



Recommendations

Whole School. Whole Community. Whole Child.

WSCC Framework



The [Whole School, Whole Community, Whole Child \(WSCC\) model](#) is Centers for Disease Control’s framework for addressing health in schools. The model focuses on the student and emphasizes the collaboration between schools, communities, public health, and health care sectors to align resources in support of the whole child.

Correlates of Effective Schools



The Seven Correlates of Effective Schools is an outcome-driven educational model based on research conducted by Harvard University. The model identified the characteristics shared by schools in which all students achieve. When applied simultaneously, these characteristics (the “correlates”) create a comprehensive and highly effective learning system that increases the likelihood of learning success for all students regardless of personal circumstances, socioeconomic differences, or cultural diversity. That means the bar is raised for every student at every school, resulting in greater learning achievement for all.

Strategic Focus Areas

Strong instructional leadership

Effective schools, a principal act as a leader of leaders, trusting teachers to create a class environment that is consistent with district values. In turn, teachers play a role in establishing the school's vision, and work toward its achievement every day.

Clear and focused mission

An effective school has a clearly articulated mission, understood and valued by every member of the faculty and staff.

Opportunity to learn and student time on task

Effective schools allocate and protect instruction time, and instruction is part of an integrated, interdisciplinary curriculum, focusing on the curricular content that is most essential and the skills that are most valued.

Safe and orderly environment

An effective school provides an environment that is positive, purposeful, and safe. Behavioral expectations are clear and consistently articulated, and teachers and principals model those behaviors, treating students and each other with respect and empathy.

Positive home-school relations

In effective school, parents are encouraged to play an active role in their child's education. Parents and teachers partner, nurturing each child's social, emotional, and physical well-being and development, and empowering every child for learning success.



Summary

Over the past 100 days of listening and learning, I confirmed my belief that Scotland County Schools is in a great position to experience greatness for all students. Scotland County Schools' people are our greatest asset and strength. Accordingly, our people will implement the Whole School, Whole Community, and Whole Child tenants to teach our students and the Correlates of Effective Schools to create the environment and relationships needed for students to thrive in our schools. Implementation without monitoring and support will yield poor results. Therefore, the Plan-Do-Study-Act (PDSA) model will help us inspect and support what we expect-greatness for all students!

Next Steps

The information contained in this report is aligned to the North Carolina State Board of Education Goals (Equity. Student Achievement. Teacher Recruitment and Retention.), will be shared all stakeholders and used as a resource in the development of the 2021-2026 Strategic Plan. The Board of Education, staff, students, community members, and business partners will have the opportunity to give input on the direction of Scotland County Schools for the next five years. During the life of the 2021-2026 strategic plan, middle of the year and end of the year updates will be shared with the Board of Education and community. A strategic planning and development timeline is listed below.

- **April 14th**
 - School level instructional teams and central office administrators draft plan.
- **April 19th - 20th**
 - Principals schedule meetings with staff to discuss the development of the draft and share a preview document. Principals share feedback for their school using a school-level summary document.
- **April 21st - 27th**
 - Teachers provide individual feedback on the plan via surveys.
- **April 28th - May 5th**
 - Parents, students, and the public provide feedback via surveys and a forum.
- **May 10th**
 - Board Presentation
- **May 24th**
 - Board Approval Request
- **June**
 - Plan is finalized and shared with all stakeholders.
- **July**
 - Plan is reviewed at the 2021-2022 Leadership and Board of Education Retreats.
- **August**
 - Plan is reviewed with staff and students at the beginning of the school year prior to full implementation.
- **August 2021-July 2026**
 - Plan is implemented with fidelity.

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