

**Greg McElveen's Service on the Chapel Hill-Carrboro
Board of Education
Additional Detail
(Appointed November 2008)**

Here are a few areas in which I have played a leadership role in my first year on the Board:

- I led the creation of a new oversight system that will enable district and school level leadership teams to quickly and systematically identify students who are not meeting learning objectives based on specified triggers. The objective of this system is to help ensure that appropriate, targeted guidance and support is provided to both teachers and students on a timely basis to achieve the success we all expect. This is in its early stages, and is initially focusing on students who are struggling academically. One of the next steps will be to expand to identify and support any student who is not experiencing expected growth—no matter what the academic starting point for that student.
- I have been a leading voice on the Board speaking to the need to incorporate information on student achievement growth in the evaluation of teachers and staff to help focus efforts and to help target appropriate support and guidance. Implementing changes in the teacher evaluation process—including incorporation of student achievement data—is now one of the top priorities for the district for 2009-10.
- From the beginning of the creation of the Federal stimulus program, I have consistently played a leadership role in encouraging the district's staff to proactively pursue available funds as early in the process as possible (including 'Race to the Top' funds), to not only be at the head of the line, but to try to provide input in defining the selection criteria.
- I have been a consistent proponent on the Board of making meaningful differentiation a reality. This includes: (a) maintaining funding for gifted education specialists; (b) maintaining funding for teaching assistants; (c) maintaining and leveraging challenging courses which engage students by teaching academic subjects through themes of particular relevance and interest (e.g. the high school academies); (d) enhancing our ability to readily share specific learning and enrichment tools that work across schools; and (e) expanding our career and technical offerings to help further motivate and engage students and enable them to begin exploring and pursuing their passions. In addition, I believe that we need to ensure that consistent time and resources are made available in the day to enable meaningful differentiation to take place at all levels.

- I, along with his fellow Board members, have also been providing direction to the administration that we need to improve our communication to parents of policies and initiatives that directly affect students.
 - One example has been the dissemination of information on school strategies to ensure that as many students as possible achieve learning objectives (prevention / intervention plans), which have begun to be communicated more consistently, including posting on the district web site.
 - Another example was the recent change in our high schools to eliminate granting of ½ year credit after the first semester for full year classes—to be consistent with state law. While the information that came before the Board clearly indicated that mid-year grades would not be eliminated, the communication more broadly was obviously not clear. Those who raised concerns and provided input are to be commended. The Board agreed that clarification was needed. The result was a more clear statement of the policy which addressed concerns and clarified the original objective: to align our district with state regulations by eliminating the granting of ½ credit for full year classes.

I recognize that it is an honor and privilege to serve the community on the Board of Education. I appreciate the opportunity that the Board has given me to help address the challenges faced by the District. I look forward to continuing to work to establish a systematic culture within our district in which we effectively use all the resources at our disposal to ensure that every student achieves learning and growth objectives in every class—no matter what their starting point and no matter what their challenges. Other schools have accomplished the level of excellence we seek. So can we! We can make it happen!