HUMAN RESOURCE MANAGEMENT PLAN

Course: ELP 553: Organizational Management I- Human Resource Management

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North Carolina State University

Fall 2019

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|  |  |  |
| --- | --- | --- |
| **DPI pre-service descriptors** *(Examples listed below)* | **Leadership Project Evidence** *(What you did to meet each descriptor)* | **Reviewers:**  **Met/Not Met**  **(  )** |
| **Standard 2: Instructional Leadership**  **2b1. Adheres to legal requirements for planning and instructional time** | * **Conducted focus groups with teachers and administrators to ascertain scheduling processes and effectiveness in maximizing instructional time for improved student achievement.** * **Interviewed staff members, administration, and selected Professional Learning Communities (PLCs) to determine level of staff input into scheduling and administrative support for staff input.** * **Observed multiple school activities, e.g., lunch, class changes, teacher planning times, PLC meetings, athletic events, school starting and ending procedures, etc. to monitor and analyze scheduling effectiveness.**   **Field Exp. Reviewed scheduling process for school identifying the boundaries like lunch, planning etc.** |  |
| **Standard 4: Human Resource Leadership**  **4c1. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.** | * **Reviewed the North Carolina Teacher Evaluation Instrument.** * **Arranged to observe two colleagues outside my teaching area, scheduling pre-conference meetings, observations, and post-conference meetings.** * **Videotaped at least one post-conference meeting.** * **Utilized the McRel on-line evaluation tool when accessible.**   **Field Exp. Completed an Observation Cycle including pre and post conferences** |  |
| **Standard 4: Human Resource Leadership**  **4c2. Works with others to implement district and state evaluation policies in a fair and equitable manner.** | * **Analyzed current staff evaluation processes against best practices to determine effective teacher improvement through professional development.** * **Reviewed procedures for various teacher improvement plans, i.e., directed, monitored, and mandatory improvement plans.** * **Discussed teacher dismissal as per GS 115C-325.**   **Field Exp. Interviewed Special Ed Director for compliance concerns** |  |

Part I

**TARBORO HIGH SCHOOL**

PROFILE

# **TARBORO HIGH SCHOOL’S MISSION STATEMENT**

The Tarboro High School Community will work together to build positive relationships with all stakeholders and prepare students to achieve personal success in an ever changing society.

**TARBORO HIGH SCHOOL’S VISION**

Our belief, “Tarboro High: A School of Promise, Pride, and Purpose”, allows the faculty to create a collaborative educational setting that prepares our students for the 21st Century.

***Student Demographics***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Total # of Students | African-American | White | Asian | Hispanic | Male | Female |
| 9th | 134 | 102 | 14 | 0 | 13 | 75 | 58 |
| 10th | 122 | 82 | 27 | 1 | 10 | 73 | 49 |
| 11th | 148 | 114 | 19 | 0 | 6 | 70 | 78 |
| 12th | 117 | 85 | 17 | 0 | 12 | 58 | 59 |
| Totals | 520 | 383 | 77 | 1 | 41 | 276 | 244 |
| Percentages | - | 73.6% | 14.8% | .3% | 7.8% | 53% | 46.9% |

The demographics of our school is very interesting to me. Historically Tarboro HS has always been pretty diverse since integration back in 1970. Over the years there has been an increase in African-American representation, and a decrease in the White population. There is Hispanic representation, but little to no representation of other subgroups. Tarboro High School is overwhelmingly African-American. Our largest class is our junior class. They are closely followed by our freshman class. Sophomores fall in as our third largest class. Our smallest class is our senior class. One thing that I find interesting.

Staff

**Tarboro High School Human Capital Table**

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Staff Member Name** | **Title of Role Within the School** | **Areas of Certification** | **Total Years of Experience** | **Years at THS** | **Work Location or Room #** | **Current Assignment** |
| Leshaun Jenkins | Assistant Principal  African –American Male | 9-12 Social Studies; Admin. License | 19 | 17 | AP Office | Assistant Principal |
| Cassandra Conger | Teacher  Caucasian Female | Grades 6-12 English / Language Arts | 15 | 5 | 113 | Teacher |
| Terry Shackleford  Picture Unavailable | Testing Assistant  Caucasian  Male | Curriculum Specialist, School Counseling | 20+ (Retired) (Previous: 9+ Funeral Service) | 1 | 123 | Testing Assistant |
| Chioma Pitts  Picture Unavailable | Teacher  African American Female | Family & Consumer Science | 6 | 3 | 130 (Back Building) | Teacher |
| Lynell Perry  Picture Unavailable | Teacher  African American Male | Social Studies 6-8  Social Studies 9-12  EC ELA K-12  EC Math K-8  EC SS K-12  EC Science K-12 | 16 | 1.5 | 103 | Teacher |
| Miles Stafford | Teacher  Caucasian Male | Biology; General Sciences  (9-12) | 9 | 8 | 119 | Biology Teacher |
| Pamela Rose | Teacher  Caucasian Female | Biology (10-12), Middle Grades Science (6-9) | 12 | 2 | 118 | Teacher |
| MSgt Robert Garrett  Picture Unavailable | Aerospace Science Instructor  Caucasian  Male | (9-12) Aerospace Science, Leadership,  Physical Fitness, Survival,  Management | 15 | 3 | 204 | Aerospace Science Instructions tor |
| Jimmie Harris    Picture Unavailable | Teacher  African American Male | Marketing Ed.  Business Ed. | 22 | 4 | 210 | Marketing Teacher |
| Rebecca Mills  Picture Unavailable | Teacher  Caucasian Female | Music K-12, EC Adapted Curriculum K-12, EC General Curriculum K-12, Elementary Education K-6, Reading K-12 | 12 | 3 | 107 | Teacher |
| Pippa Bryant | Media Coordinator  Caucasian Female | * Elementary Ed K-6 * Reading K-12 * Media Coordinator K-12 * Curriculum Instructional Specialist K-12 * School Administration K-12 | 26 | 13 | 116  Media Center | Media Coordinator |
| Amanda Morris | Teacher  Caucasian Female | Secondary English  Middle Grades Education (ELA and Social Studies) | 26 | 2 (this is year 3) | 112 | English teacher |
| Natasha Cherry | EC Teacher  African American Female | EC Teacher | 10+ |  | Room 206 | Teacher |
| Jessica Jones | Teacher  African American Female | FCS 9-12, | 20 | 16 | Room 205 | Foods 1 & Culinary Arts 1 |
| James Williams | Business Teacher  African American Male | Business | 11 | 8 | 211 | Business Teacher |
| Ricky Babb | Teacher  Caucasian Male | History Education Grades 6-12 | 18 | 12 | Room 105 | American History Teacher |
| Chris Siggins  Picture Unavailable | Teacher  Caucasian Male | English Language Arts Secondary Education | 1 | 1 | 111 | ELA Teacher, Engl I/ Engl III |
| Dazzala Cofield | Teacher  African American Female | Arts | 12 | 12 | 224 | Teacher |
| Anthony Burns  Picture Unavailable | Teacher  Caucasian Male | Health / PE K-12 | 11 | 4 | 160 | Teacher |
| Ashley Davis | Teacher  Caucasian Female | Secondary Math Education | 5 | 5 | 128 | Math Teacher |
| Vicky Bolivar  Picture Unavailable | Spanish Teacher  Hispanic Female | Spanish Teacher | 5 | 5 | 109 | Spanish Teacher/Volleyball coach |
| Jamie Willoughby | H/PE Teacher; G. Weightlifting; AD; Coach  Caucasian Female | Health/PE K-12 | 25 | 25 | 161 | Teacher/Coach |
| Andrew Harding | Social Studies Department Chair  Caucasian Male | Civics and Econ, American History I and II | 14 | 11.5 | 106 | Teacher and Coach |
| Viola Gilbert  Picture Unavailable | School Counselor  African American Female | School Counseling  School Administration | 20+ | .5 | Counseling Department | School Counselor |
| Cory Kimball  Picture Unavailable | Teacher  Caucasian Male | American History, World History, Civics and Economics | 3 | 3 | 104 | American History Teacher |
| Major Wilson | Senior Aerospace Science Instructor  African American Male | (9-12) Aerospace Science, Leadership,  Physical Fitness, Survival,  Management | 30+ | 5 | 204 | Senior Aerospace Science Instructor, SIT Team, Academic Excellence Committee, Admission Liaison Officer United States Air Force Academy |
| Hillary Boutwell | Assistant Principal  Caucasian Female | K-12 Music Education, Administration and Supervision (MAEd), Educational Leadership w/ Curriculum and Instruction (EdD) | 10+ | 4 | 147 | Assistant Principal |
| Donna Hunter | Teacher  African American Female | Math  Science  History | 20+ | 5 including 2019-2020 | 126 | Math teacher |
| M. Atkinson-Skinner  Picture Unavailable | Teacher  Caucasian Female | ELA | 3 | 3 | 114 | teacher |
| Antonio Suggs  Picture Unavailable | Drivers Education Coordinator  African American Male |  | 19.5 | 19.5 | Front office | Drivers Education Coordinator |
| Tequilla Taylor  Picture Unavailable | Teacher  African American Female | ELA 6-12  EC LD K-12 | 15 | 3 | 110 | English Teacher |
| Ryan Braley  Picture Unavailable | Teacher  Caucasian Male | Math | 6 | 2.5 | 124 | Teacher |
| Sharon Bailey | School counselor  African American Female | English (6-12)  History (6-12)  School Counselor  (K-12) | 15 | 5 | Student Services -152 | School counselor |
| Linda Draughn | EC Teacher  African American Female | Social Studies 9-12,  Adapted Curriculum K-12  General Curriculum  K-12  Special Education  Birth-21 | 29.5 | 20 | 220 | EC Teacher |
| Terry Hopkins | Principal  African American Male | School Counseling; Masters in School Administration |  |  |  |  |
| Jacqueline Pearce | Office Assistant | Birth to Kindergarten  Educational Studies | 24  5 | 5 | Front Office  Room 140 | Secretary |
| Reggie Bess | CTE Teacher  African American Male |  |  |  |  |  |
| Jeff Craddock | PE Teacher  Caucasian Male | 9-12 Social Studies; Physical Education |  |  |  | Weightlifting |
| Rachel Davis | Science Teacher  African American Female | 9-12 Science | 7 years | 4 years | 117 | Chemistry/Honors Earth |
| Dawn Cuthrell | Career Development Coordinator  Caucasian Female | Family & Consumer Sciences Education 6-12, Career Development Coordinator 6-12, Handicapped Disadvantaged 6-12 | 27 years | 5 years | Student Services 153 | CDC/SPC |
| Tiffany Georgic  Picture Unavailable | ESL Teacher  Caucasian Female | Birth-12 TESOL | 18 | 3 | Room 125 |  |
| Zachary Parrisher  Picture Unavailable | CTE Teacher  Caucasian Male | Business Education  Marketing Education | 4 | 1 | Room 214 | Business Teacher |
| Chonell Shaw    Picture Unavailable | Office Manager  African American Female |  | 20 | 20 | Room 145 | Bookkeeper |

**Faculty & Staff**

Our staff at Tarboro High School is pretty diverse. Our staff is a good blend of BT’s mixed with seasoned veterans. We only serve 520 students so therefore we do not have large high school in terms of numbers, but we are a large school in terms of what we offer. Below you will find a breakdown of our departments. Though our departments are relatively small, it creates a greater opportunity for cohesion and collaboration. It also creates a more intimate relationship amongst staff members when it comes to PLCs and other school wide happenings such as our School Improvement Team.

|  |  |
| --- | --- |
| English Department | 5 |
| History Department | 4 |
| CTE Department | 8 |
| ROTC | 2 |
| Math Department | 4 |
| Art/Humanities Department | 2 |
| Science Department | 4 |
| Physical Education Department | 3 |
| Administration | 3 |
| Guidance Department | 2 |
| Front Office Department | 4 |

**Free and Reduced Lunch**

100% of our students received free and reduced lunch. We are part of federal initiative that provides free and reduced lunch to low-income school districts and high poverty LEAs. The beauty of this is that every child receives the opportunity to eat breakfast and lunch free of charge. The disadvantage is that your food options are marginalized. Based on the feedback from students, sometimes the food options are not as selective as they would like. Nevertheless, this is a wonderful program for our students who otherwise would encounter challenges paying for lunch every day.

**Achievement**

The past two years Tarboro High School has missed being a C school by one point. Over the past couple of years, we have seen significant gains in our Biology schools. Part of that can be attributed to the Opportunity Culture Design. A MCL (multi-classroom leader) position was added specifically for science and it seemed to have worked. We also significant gains in English II. On the flip side of that we saw a significant decrease in our ACT scores & ACT Work Keys results. We have done some things in our schedule to specifically address some of these loopholes in our school data. For example, we have integrated ACT Prep classes into our master schedule. We have tightened up our PLC systems in hopes of creating a tighter system of collaboration which hopefully help us to share best practices across departments. Below you will see our accountability data for the past two years.

|  |  |  |
| --- | --- | --- |
| **Subject Area** | **2017-2018** | **2018-2019** |
| **Biology** | **12.7%** | **23.2%** |
| **ACT** | **18.5%** | **15.6%** |
| **Work Keys** | **55.7%** | **37.7%** |
| **English** | **26.6%** | **32.2%** |
| **Cohort Graduation Rate** | **76.8%** | **77.6%** |
| **Math Course Rigor** | **91.2%** | **89.6%** |

**Working Conditions Analysis**

97.3 (43/44) Teachers responded to the Work Conditions Survey at Tarboro High School. The working conditions data was very interesting. Some areas indicated that teachers where not very happy with the culture and climate at the school while others seemed to be content with what was happening at the school. For example: 67.4% of teachers did not feel that teachers were recognized as educational experts. That is a large percentage of the staff who feel this way. Only 82.9% of the staff felt that teachers were effective leaders in the school. Only 71.4% of the teachers felt that they have an appropriate level of influence on decision making in the school. The results of the TWC survey was interesting in the area of Teacher Leadership. In the area of School Leadership only 78.6% of the staff felt that there was an atmosphere of mutual respect in the school. Only 72.1% of the teachers said that they feel comfortable raising issues and concerns that are important to them. In terms of Professional Development, only 72.5% felt that there was appropriate follow-up from PD training. 68.3% of the teachers felt that there were ongoing opportunities for teachers to work with colleagues to refine teaching practices. As you can see the data indicators were very interesting, but very helpful in understanding where the cultural shifts needed to happen.

**HR Practices/Recruitment/Selection**

At Tarboro High School recruitment and selection has not always been successful. As a former Teacher at the school that I am currently the Principal Resident at, I can say with accuracy that sometimes we got the hiring right, and sometimes we didn’t. When I look at all the great teachers who have graced the hallways at Tarboro High School, the list is phenomenal. I think about people like Matt Smith, the reigning State Principal of the Year for NC. I think about NELA graduates like Viola Gilbert, our current guidance counselor. I think about current ECPS administrators like Billy Strother, Deneasha Strother, Shavon Brown, and more who have made and left positive legacies. But I also think about the teachers, whose names I want list, who ended up as classroom disasters. I have sat on many interviews as a former Department Chair.

When we are interviewing potential candidates, there is typically a set of questions that we have reviewed prior to the interview that we try to follow. Sometimes other questions are birthed through those questions that may not be on the list. In that instance, we just go with the flow. It may give the candidate an opportunity to share something that we otherwise would not have known, because it was not one or the original questions. Our focus is usually also on trying to select the candidate will be a good fit for our school in addition to that particular department that they are applying to. This is crucial component. The candidate needs to understand the socio-economical audience of kids that they will be serving. Our kids are unique in a lot of ways and are great kids, but they also bring personal and familial struggles to the table. We have a high number of students who have suffered their own trauma and have to be taught how to self-regulate and navigate through some of that. This is important because it requires strong classroom management skills as well as strong interpersonal skills. These are all components that we keep at the forefront when dealing with HR, hiring, and the selection of the best candidates.

**Induction/Orientation**

In our district, we have several trainings, inductions, and orientations for our new staff and beginning teachers. Throughout the year there are several required sessions conducted by the district specifically for new teachers or BT’s. There is also a teacher panel that is conducted a couple times a semester that give new teachers or new staff members an opportunity to hear from other teachers as they share bestpractices from their years of experience. I have served on several of these panels and they are powerful. I have had many teachers who have come back years later to say that insight or advice that you gave on the panel made a big difference in my teaching experience. Also in our Staff Handbook, we have several resource directories that will assist in orientation and induction that will guide teachers in the right direction if and when they have a problem.

**Staff Development**

Based on needs assessments, TWC surveys, and district needs, Staff Development is always at the forefront of school climate and culture. Some of our PD is required by the district. For example, our district’s No Nonsense Nurturing training is mandatory. It is mandated that all schools send a representative to the training. This PD is connected to and in conjunction with classroom culture and classroom climate. It is a great training and very productive when fully integrated. Other PD offerings generally are offered based on feedback from teachers. Department Chairs report back to S.I.T. members, and we take that information and go from there. Professional Development is critical in developing staff cohesion and capacity.

**Instructional Time**

Instructional time is extremely important in our building. Teachers are expected to teach from bell to bell. We operate on the four by four model. Teachers teach three classes per day, and they get a 90-minute planning period. Twice per week, on Tuesday and Thursday, all teachers participate in Data PLCs and Planning PLCs. Teachers are required to log their PLC minutes and upload them into their departmental folder weekly. All of this is done electronically.

**Personal Analysis**

From my analysis of the HR practices at my school, I personally would like to intensify that process. I understand that sometimes you have to take what you can get, but I also feel that your number one priority it to hire the right people. We learned the importance of this concept in Dr. Hick’s class. As I stated earlier, I want to make sure that the professionals that we put in front of kids is our very best. I want to make sure that every child in our building has an opportunity to receive an amazing learning experience in every class. In order to do this effectively, we have to be more intentional in our hiring practices and more selective in how and where we advertise positions. I would not even be opposed to having interested candidates read an article about the culture and climate that we are trying to create at our school, and have them to create a product or at least a plan of action for their classroom that illustrates their comprehension of the vision and mission of our school.

**Final Summary**

As I draw near the end of Part I of this HR Project. It has for sure forced me to evaluate how we do things in terms of staff that we have in the building. It has forced me to reflect on who is actually in my building and how use them. It has also forced me to go deeper in terms of our hiring procedures and recruitment techniques. If has forced me to reflect on the practices and procedures of how we immerse new staff members and new teachers into the culture and daily functioning of our school. I do believe that there should be practices and procedures in places conducted each semester just in case you have new teachers or long term substitutes who join the staff mid-year or after the semester or school year has begun. Also I think that it is very important to monitor the student report that breakdowns your overall population. This is good for scheduling, understanding data ratios, mater schedule design, and data disaggregation.

**Part II: Best HR Practices**

This year in NELA, we visited several schools. I believe that these two schools embodied this notion of best practices at its fullest. When I think of best practices, I think about systems, processes, and procedures that bring out the best in students and staff. I also think about the impact that is has on culture in the classroom and school-wide as a whole. Every school is different and has unique qualities. Not only does it take leaders, but it takes leaders who are courageous enough to not only have a vision, but also courageous enough to share it with all stakeholders to ensure that there is not only symbolism of the vision but also tangible substance.

At AB Combs Elementary, Muriel Summers, the Principal became the Principal of a school that was progressively regressing. She was given the autonomy to rebrand her school in hopes of creating an atmosphere and culture of renovation. She branded Comb with a 7 Habits curriculum driven by Stephen Covey. Over the years, Combs has become a school of innovation in this area. The 7 Habits of Highly Effective People has garnered AB Combs national headlines including National School of the Year on a few different occasions. Being able to witness students live this out daily in the classroom and in their daily lives is truly inspiring. Of course this isn’t anything that was birthed overnight. I’m sure that this was not a culture that was built overnight. I’m sure that this was a result of failed attempts that eventually prevailed into an amazing school innovation. The reason that I consider this a best practice is more so because of the processes and procedures that sustain the school. It seems that every moving piece in the school connects with something else, that connects with something else, creating this amazing school that produces quality teachers, scholars, and citizens.

Finally, hiring practices at AB Combs are very unique. Anyone applying for a job at AB Combs has to read 7 Habits of Highly Effective People, and have to be prepared to discuss the principles of that book in their interview. This is a major part of the hiring process. Because the school is immersed in the Covey philosophy, candidates have to exemplify that they have what it takes to be part of the “Covey Culture” that exists at AB Combs.

My second instance of best practices was based on observations from the Ron Clark Academy. Everything about this school is amazing in my opinion, but there are a few specific things that I think are best practices. One thing that I love at the Ron Clark Academy is the house system. I think it does exactly what it is designed to do. The first thing that it creates is a family bond within the family. Though all the students and staff are part of the RCA Family, they all belong to a house family. I think this deepens the bond and overall chemistry of the school. It also leverages relationships between students and staff who ordinarily may not have anything in common or any reason to socially interact outside of the normal school day.

Secondly, another best practice was the rigor of expectation within every classroom. Student were constantly drilled with the word “feet”. This meant they needed to move their feet while talking so that they at some point could make eye contact with their audience. Also they were constantly forced to dig deeper in their thinking. It appeared that there were some Socratic Method techniques incorporated. When students where finally able finalize responses, they did it with confidence and fidelity. The part I love is that students challenged each other’s thinking if they responded incorrectly. This was an amazing practice that really added to the rigorous culture that is embedded in the school.

The hiring practices at the Ron Clark Academy are intense. They receive thousands of applicants from all over the country. One thing that they look for in candidates and applicants as they review applications is creativity, innovation, and passion. As we visited every classroom, teachers were creative in their delivery. They were also creative in their lesson planning. Each lesson that I witnessed was innovative in its own way. The thing that stood out so much to me was the passion that each teacher possessed. To me that is the most important characteristic. When kids realize that the teacher cares so much, rather they are interested or not, they will follow suit. These two school visits exemplified best practices on so many levels. The great thing is that all of the practices can be applicable to any school with intentional planning and hiring.

**Part III: My Perfect School**

My school design for my “Dream School” is a little different. I envision it to be 9-12 Global Academy for Young Men. Below I will outline the logistical design plan for my dream school.

|  |  |
| --- | --- |
| **Nelson Mandela Global Academy for Boys**  ***“We Believe”*** | |
| ***Vision***  Nelson Mandela Global Academy, a 9th-12th grade school for boys, will lead and mold educational futures by enriching the lives of young boys in communities and around the world. Our scholars will be provided a quality and equitable education that will help them uncover their passions, and discover the pathway to their destinies.  Through our commitment to quality, ceaseless innovation, and respect for our scholars, we strive to exceed expectations for our staff and our students.  We will meet challenging goals by engaging the talent and passion of staff and students who believe there is always a better way. | |
| ***Mission Statement***  Nelson Mandela Global Academy will inspire young boys to become global citizens through a rigorous inquiry-based learning environment that immerse multiple languages, global cultural integration, and other 21st century learning opportunities. | |
| ***Creed***  I am a Global G.A.M.E. Changer. I realize that there are G.ifts that live inside of me. I realize that A.cademic excellence has to be my top priority. I also realize that I am on a M.ission; a life mission to accomplish all of my hopes and dreams. I also realize that whatever I do, I need to do it with E.nergy and E.nthusiasm. I am a global agent of change in my school, community, and family. Oh yes, I am a global G.A.M.E. Changer! | |
| ***Anchor Core Values***  **Global Service**-each grade level will perform a global service project annually.  **Scholarship**-everything that we do at the Mandela Global Academy will align with a rigorous curriculum with the aim of promoting academia and scholarship. Teachings of Nelson Mandela will be integrated across the curriculum.  **Leadership**-students will be exposed to numerous leadership models and frameworks throughout the duration of their four -year tenure at Mandela Global Academy.  **Love for All Mankind**-cultural diversity will be emphasized in our recruiting and immersed in our cultural assimilation. | |
| **Student Activities /Extra-Curricular Activities** | |
| Student Ambassadors | Soccer (JV; Varsity) |
| Global Ambassadors | Basketball (JV;Varsity) |
| Student Government Association | Men’s Volleyball (JV;Varsity) |
| Model United Nations Club | Baseball (JV;Varsity) |
| Latin American Studies Club | Swimming/Diving (JV;Varsity) |
| African Studies Club | Men’s Chorus |
| European Studies Club | Men’s Orchestra |
| Middle Eastern Cultures Club | Men’s Pep Band |
| Global Leaders Club | Men’s Step Team |
| Global Missions Club | Alpha Academy |
| Global Service Club | Young Pharaohs |
| FBLA (Future Business Leaders America) | S.I.P (Scholars in Progress) |
| National Honor Society | Student Event Staff |
| National Beta Society | Student School Improvement Team |
| Global Honor Society | Men on a Mission |

**School Day Schedule**

|  |  |
| --- | --- |
| **School-Wide Global Studies Class**  During the first 40 minutes of each day, every student will participate in a Global Studies Class. The entire school will be learning the same curriculum. The School Global Instructional Team will create weekly lessons plans. Their job will also be to assist teachers in the area global integration. The Global Events Committee will work very closely with the GIT, to plan school-wide global happenings, events, and ceremonies. | 9:00-9:40 |
| Period 1 | 9:45-10:50 |
| Period 2 | 10:55-11:55 |
| Lunch | 12:00-12:40 |
| Period 3 | 12:45-1:50 |
| Period 4 | 1:55-2:55 |
| **School Community**  The entire school will function on a house system that will be represented by a South African cultural concept. Each student will spend time in their house daily to build culture, relationships, and develop mentally and spiritually with house family. Will also involve spiritual growth and development; based on Christianity and the Bible. | 3:00-3:45 |

My dream school would be an all-boys Global School for grades 9-12. As you can see by the school design, there is a big focus on Global Education. Every student will begin each day in a Global Studies Class. Every student will learn from the same curriculum. The Global Instructional Team will create a year- long curriculum that serve our 9th -12 graders. As students depart from my school, I want all of our young men to be prepared for study abroad opportunities as well as be able to compete in a globally competitive society. I also want our young men to grow in compassion, sympathy, and empathy for people who don’t look like them. I want them to develop their passions as it relates to their everyday lives locally and internationally.

Our anchor values: Global Service, Leadership, Love for all Mankind, and Scholarship will be embedded in everything that we do. Each grade level be assigned a particular region of the world each year. That grade level along with the assistance of the Global Events Committee will design a global service project for that region, and will travel to that region in the spring semester of the school year. Depending on fundraising efforts, grade levels may merge on the same regional international trip.

At the Nelson Mandela Global Academy, there will not be multiple tracks. All students will be on the Honor’s Global Track. All of our young men will be treated as true honors scholars. This will eliminate the socio-economical divide that typically exists in inside of schools.

The hiring process will be very intense and intentional. There will be a two phase video process. Before applicants receive an interview, they will have to submit a 2-3-minute video expressing their reasons for their interest in our Global Academy. If they are selected pass this initial screening, they will be asked to submit a more detailed 7-10-minute video outlining their views and philosophy on education, particularly as it relates to young males. They also will be asked to outline their passions as they relate to Global Education. The last step will be the in person interview. Decisions will be based on all three components. There will be a selection committee that will consist(s) of: School Administrators, Teachers, Students, and Parents.

This would be my idea of a dream school. Though it would be inclusive of many more moving pieces, I hope that I have at least conveyed a snapshot of what the culture would be like at the Nelson Mandela Global Academy for Boys.