



**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM



# Strategic Plan At A Glance

VISION 2020

Monthly Report  
September 30, 2016





## **Vision**

All WCPSS students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

## **Mission**

WCPSS will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators, and critical thinkers.

## **Goal**

By 2020, WCPSS will annually graduate at least 95% of its students ready for productive citizenship as well as higher education or a career.

## **Objectives**

**Learning and Teaching:** To provide teachers and students with the opportunity to participate in a relevant, rigorous, innovative and comprehensive learning environment

**Achievement:** To increase proficiency and growth rates across all groups and eliminate predictability of achievement

**Balanced Assessment:** To develop and implement a balanced assessment system that accurately reflects students' knowledge of core curriculum standards as well as the ability to collaborate, be creative, communicate and think critically

**Human Capital:** To identify, recruit, develop and retain highly effective talent

**Community Engagement:** To foster shared responsibility for student success by building trust, collaboration, and engagement among staff, families and community partners



## **Learning and Teaching**

### **Work Accomplished in Last Monthly Cycle**

- Created a clear one page overview for principals on Learning and Teaching
- Provided a successful kickoff with Principals regarding our Comprehensive Professional Learning Plan on Dynamic Learning Experiences
  - All Learning Content is curated in our Learning Management System (Canvas)
  - Co-Facilitation Model between Area Superintendents and other Areas of Academic Advancement for principals was a success.
  - All Principals completed a Self-Assessment of where their school is with this work.
- Provided 2 days of Learning with principals on State Standards, critical shifts associated with achieving the standards and how this compares to our WCPSS Core Instructional Resources, primarily CMAPP.
  - Began to help school leaders with roadmapping how to balance focus on pedagogy and standards in their school PLT and learning round processes.
- Delivered successful Ignite on Dynamic Learning at EdLeader 21 Conference in Denver, Colorado
- Collaborated on a successful training regarding IMET (Instructional Materials Evaluation Tool) with staff from Academics, Special Education, and teachers across the District to help provide inter-rater reliability on the selection of high quality ELA/Math resources
- Placed a RFI (Request for Information) in the Marketplace to help provide our team greater clarity and awareness of what core instructional resources are available for purchase
- Received Approval from the Strategic Plan Implementation Team on Curriculum Strategy Business Plan.
  - Next Step - Bring prospective contract to BOE for approval

### **Work Planned for Next Monthly Cycle**

- Continue the delivery of the WCPSS Comprehensive Professional Learning Plan on Dynamic Learning Experiences.
  - Provide PL to Assistant Principals, Instructional Support Staff, and Central Services.
  - Plan for Day 2 of PL with Principals on December 1st.
  - Identify 3 “Lighthouse Schools” in each Area to receive additional onsite instructional coaching with this work and provide greater visibility to the system on what Dynamic Learning Experiences look like in Action.
- Conduct Teacher Focus Groups



- Seek significant teacher input to strengthen our delivery of solid curriculum resources to teachers; resources that are better aligned with the state standards, their shifts and the 4Cs.
- Inquire about Teacher needs and experience as well as resources they deem most useful to providing high quality instruction.
- Place a RFP (Request for Proposal) in the Marketplace to identify best in class core instructional resources (print & digital) for Grades 3-8 ELA and HS Mathematics. \* These grade bands and curriculum areas were identified as high priority needs by our curriculum quality review.
- Seek BOE Approval for consultative assistance regarding the development of a 3 year WCPSS Curriculum Strategy.
  - Conduct an analysis of our experiences, current processes, and challenges and needs around procuring high quality, standards aligned content.
- Seek Approval from Chiefs on 2.1M Capital Bond Spending Plan to design collaborative learning spaces in schools across the system.
  - Mini-Grant opportunities for schools in the amount of 50K each
- Conduct meetings with subgroups of the Learning and Teaching Objective (MTSS, Dynamic Learning Experiences, Adaptive Resources and Progressive Learning Environments) to update progress towards strategies

## **What We Are Reading?**

- Area Superintendents are conducting a book study, in their respective Area Principal Meetings, focused on Dynamic Learning Experiences using: James Rickabaugh - Tapping the Power of Personalized Learning A Roadmap for School Leaders

## **Balanced Assessment**



## **Work Accomplished for Last Monthly Cycle**

- Met with the Assessment Review Committee in order to orient the refreshed task group to the work of :
  - vetting assessments that may be proposed
  - considering developing a new assessments (performance based assessments)
  - Development of webinars to keep school level and central stakeholders
- Assembled 10 participating schools participating in the Digital Portfolio study to provide initial information meetings (6 elementary 2 middle and 2 high)



- Conducted focus groups with teachers to receive feedback on 4Cs rubric tools

## **Work Planned for Next Monthly Cycle**

- Recruiting schools to participate in Performance Task pilot to include 100 - 125 responses across all three levels.
- Distributing 4Cs rubric tools through Canvas online course
- Conducting first collaborative meeting of all three subteams for the 2016-2017 school year



## **Achievement**

### **Work Accomplished in Last Monthly Cycle**

- Established an AIG Diversity Task Force responsible for recommending alternative assessments that reduce the under-identification of African American, Latino, English Learners, and Twice Exceptional in AIG:
- Expanded Ready to Learn Centers and establish base Pre-K Title I Classrooms at ESM schools.
  - Opened three new RTL centers at ESM schools
  - Provided training to RTL facilitators
- Designed a comprehensive academic support program for schools that builds skills for achievement, enhances students' connections to classroom, and increases student academic identity & motivation Action Step Leaders had initial meeting and discussed broad expectations for the action step
  - Beginning to research data from district schools to find successes and identify our potential team as well as research to support best practices/models
  - Set meeting for 10/4 to brainstorm and begin working
- Developed and implement tiered support model for addressing student behavior at schools with high suspension rates
  - Presented plan to expand tier 3 middle schools to the AA team
- Implemented Social Emotional Foundations of Early Learning (SEFEL) in all Pre-K programs
  - Provided 12 Cohort 4 teachers and 8 continuing teachers with 5.75 hours of training
  - Collected TPOT data on classroom practices for all new teachers
  - Collected baseline data in all cohort 4 classrooms using the SSIS
  - Completed over 60 coaching sessions with classroom teachers
- Identified best strategies for trauma informed care in schools



- Contract with the trainers developed and executed
- Email announcing training to selected Principals on 10/5/2016

## **Work Planned for Next Monthly Cycle**

- Establish an AIG Diversity Task Force responsible for recommending alternative assessments that reduce the under-identification of African American, Latino, English Learners, and Twice Exceptional in AIG
  - Diversity Task Force: Initiate examination of research to develop recommendations of culturally and linguistically appropriate portfolio items; begin to develop accompanying rubrics
- Expand Ready to Learn Centers and establish base Pre-K Title I Classrooms at ESM schools.
  - Hire RTL Facilitator for Wilburn Elementary
  - Provide training to RTL Facilitators
  - RTL Coordinator to schedule meetings with all RTL principals
  - Continue work on comprehensive pre-k plan
  - Collaborate with ESM Area Superintendent on potential base pre-k classrooms.
- Design a comprehensive academic support program for schools that builds skills for achievement, enhances students' connections to classroom, and increases student academic identity & motivation
- Develop and implement tiered support model for addressing student behavior at schools with high suspension rates
  - Connect with the Behavior Collaborative in the implementation of this work.
- Implement Social Emotional Foundations of Early Learning (SEFEL) in all Pre-K programs
  - Train all preschool teachers in Foundations content during October 26th PD session
  - Submit student data to evaluator for analysis
  - Complete maintenance TPOTs for Cohort 3 early finishers
- Expand leadership opportunities in schools for at-risk students by increasing their participation in enriching co-curricular activities, including sports and clubs
  - Meet 10/4 to share thoughts and findings and determine next steps
  - Seek feedback from Principals and Teachers that stemmed from a questionnaire that was created
- Identify best strategies for trauma informed care in schools
  - Dates of November 28 & 29 established for training





- Establish an Equity in Special Education Workgroup responsible for instituting district practices that reduces the over-identification of African American Males in high incidence categories of special education
  - Finalize team members, schedule meeting to review data, goals, and next steps

## What We Are Reading

- Do We Have the Will to Educate All Children? by Asa Hilliard III
- ["Risk Identifying." SpringerReference \(2008\): n. pag. Identifying Gifted and Talented English Language Learners: Grades K-12. Iowa Department of Education & The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2008. Web. 30 Mar. 2016.](#)
- Siegle-Series, D. What Educators & Parents Need to Know About Student Portfolios
- [The Role of Assessments in the Identification of Gifted Students." N.p., Oct. 2008. Web. 30 Mar. 2015.](#)



## Human Capital

### Work Accomplished in Last Monthly Cycle

- Completed framework for state grant on teacher compensation.
  - Presented plan to WCPSS Board. Board did not support moving forward with submission.
  - Board provided direction for the continued work on teacher career pathway
- Met with OPD to align support for implementation of pathways.
- Met with Learning and Teaching to clarify collaboration with regards to career pathways

### Work Planned for Next Monthly Cycle

- Continued development of teacher career pathways
- Continue to develop plans for "I am Wake" campaign
- Focus Groups for Career Pathways - identify who they will be; plan time to have these; who needs to facilitate
- Begin planning an FAQ for principals and teachers
  - develop rubric for measurement
  - identify budget implications
  - communicate process to principals



## What We Are Reading

- <http://www.myips.org/Page/40385> (Indianapolis Public Schools)
- *Best Practices in Career Pathways for Teachers Prepared for WCPSS*, December 2015



## Community Engagement

### Work Accomplished in Last Monthly Cycle

- **Volunteer Registration:** The subcommittee focusing on this action step met to learn more about visitor management systems (for example, how to distinguish a visitor from a guest)
- **Program Inventory:** Conducted a survey with all principals to seek identification of existing programs that utilize community volunteers. 90 out of 177 schools participated. Approximately 100 discrete organizations noted by principals were then contacted and asked to participate in a survey to gather additional information about their organizations. These responses will be provided to principals and organizations for refinement and additions
- **Program replication:** Expanded the Kramden program to four additional schools (Brentwood, Washington, Hodge and Lincoln Hts. + Combs remains as a participant)
- **Student Volunteerism:** Explored possible collaboration with Activate Good to connect students with volunteer opportunities
- **Customer Service:** Initiated first steps to train at schools
- **Harvard Trip:** presentation on Family and Community Engagement Framework
  - a. Initiated steps to integrate into the school improvement planning process
  - b. Initiated conversation with team to develop a common framework for schools to access for SIP planning

### Work Planned for Next Monthly Cycle

- **Volunteer Registration:** Create promotional flyer for schools and continue to explore guest/volunteer ID options. Prepare recommendations for enhancements to the website to customize the language about volunteers for specific audiences (e.g., parents, community, and business).
- **Program Inventory:** The results of the community agency survey will potentially feed a program inventory which to be hosted on the WCPSS website.
- **Explore Customer Service Teams:** Work with vendor on technical options





- **Student Volunteerism:** Support Activate Good in efforts to create a two-school “pilot.”
- **Family Engagement:** Meet with the Family Engagement Sub-Committee and the Harvard group to merge as one group and begin planning Family Engagement Framework implementation.

## What We Are Reading

- [Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships](#)
- See also: [Building the Capacity for Effective Family-School Partnerships](#)

## Impacts on District Leadership

- Re-defined principal and assistant principal meetings to focus on learning experiences aligned with the Strategic Plan
- Launched a district wide professional development plan that aligns the direction and professional learning offerings to school level staff and Central Academic leaders
- Combined leadership teams to function as one with regards to the Strategic Plan
  - Participated in a two day learning experience to promote and create a common lens for leading change
- Attended EdLeader21 Conference to attend sessions, visit schools, collaborate with other districts engaged in similar work