

Strategic Plan for 2023-2024 Through 2026-2027



MISSION

To create a rigorous and relevant learning environment built on strong personal relationships that empowers ALL students for future success

VISION

To prepare students to enter the world ready to navigate challenges and to construct successes

CORE BELIEFS

Students must be taught more than just standards and exposed to various opportunities to become informed and contributing members of our society.

A supportive environment fosters growth for all.

Learning experiences should include development of skills to help students in their everyday lives.

The more connected the learning, the deeper it goes and the longer it lasts.

Learning experiences should be varied to meet all learners.

Communicating and maintaining high expectations lead to higher levels of student achievement.



FOCUS AREA: RIGOR

Ensure curriculum and instruction are deliberately designed and delivered with an understanding of and a focus on rigor for students of every academic level

Develop a Common Understanding of Rigor in the Classroom
Metric 1: Visual representation of the rigor/relevance framework in every district PLC room
Metric 2: Professional learning communities work reflects understanding of rigorous instructional design as evidenced through NC Star, MTSS, and walkthrough data
Metric 3: Walkthrough and observation data reflect a common understanding of rigor in every classroom
Metric 4: Classroom displays of current instructional focus/performance-based objectives
Utilize the Rigor/Relevance Framework in Lesson Plan Design, Walkthrough Observations, and District Walkthroughs
Metric 1: Data collected from walkthrough observations shared with administrators at monthly curriculum meetings
Metric 2: Walkthrough and observation data reflect evidence of rigorous instruction in every classroom through standards-aligned units of instruction for each subject/grade level
Metric 3: Data from district walkthroughs provided to principals
Continue to Provide Professional Development for Teachers and Administrators for the Rigor/Relevance Framework
Metric 1: Instructional coach assignments and artifacts will reflect evidence of professional development delivered to teachers and administrators quarterly
Metric 2: Documented implementation of professional development for the rigor/relevance framework
Expect the Work of Professional Learning Communities to Revolve around the Rigor/Relevance Framework for Curriculum, Lesson, and Assessment Design
Metric 1: Evidence that supports consistency in classroom observations from walkthrough data shared at curriculum meetings and at school-based school improvement team meetings
Metric 2: Consistency in use of school-wide strategies utilized by all staff as evidenced in walkthrough and observation data
Provide Opportunities for Teachers to Participate in Instructional Rounds or Learning Walks
Metric 1: Documented participation in professional development for instructional rounds and/or learning walks
Metric 2: Instructional rounds/learning walks demonstrate evidence of rigor in instruction and learning
Metric 3: Use of feedback from instructional rounds/learning walks in vertical alignment work led by instructional coaches

FOCUS AREA: RELEVANCE

Create authentic and meaningful learning experiences that connect the academic environment to the community at large

Develop a Common Understanding among Staff and Students of Authentic and Meaningful Learning
Metric 1: Visual representation of the rigor/relevance framework in every district PLC room or each classroom as determined by the school improvement team at each school
Metric 2: Development of district assessment tools/rubrics aligned with authentic and meaningful learning
Continue to Provide Professional Development and Resources to Support Schools' Efforts in Incorporating Career and College Readiness in Instruction
Metric 1: Documented participation in continued professional development of the rigor/relevance framework
Metric 2: Instructional coach assignments and artifacts will reflect evidence of quality professional development delivered to teachers and administrators
Metric 3: Creation of a shared data bank to house career and college readiness instructional resources
Increase Awareness of the Need for and Participation with Community Resources to Provide Authentic and Meaningful Learning Experiences
Metric 1: Each school will host a minimum of one annual community event with a focus on curriculum related to career and college readiness
Metric 2: Evidence of education provided for parents/community regarding essential career and college skills for current students
Metric 3: Utilization of existing student groups (student council, safety patrol, advisory, etc.) to develop leadership opportunities in the school communities
Strengthen Relationships with Community Colleges and Technical Programs
Metric 1: Creation of academic pathway options for all students
Metric 2: Development of meaningful internship experiences
Metric 3: Increase in school-based programs that lead to career credentials
Provide Additional Access for Students to Instructional Technology
Metric 1: Increase use of appropriate technology to access web resources for learning, for engagement in online learning experiences, and for development of skills transferable to a variety of software programs

FOCUS AREA: RELATIONSHIPS

Cultivate relationships among educators, students, and parents to understand students' social and emotional needs

Maintain a Culture with a Primary Focus on Students, Not Content, Standards, or Test Scores
Metric 1: Implementation of student perception surveys on a regular basis to assess needs at the classroom, school, and district levels
Metric 2: District and school expectations for decision-making practices to be led by what is best for students
Metric 3: Development of a student advisory council in every school
Metric 4: NCSTAR school improvement team meeting minutes and goals reflect student-driven decision making
Metric 5: Implementation of MTSS framework across the district
Metric 6: Documented participation in consistent training/professional development for social and emotional learning
Expect Consistent, Timely, and Varied Communications from School to Home
Metric 1: Usage of digital resources such as School Messenger, email, social media, Remind, Class DoJo, etc.
Metric 2: Increase opportunities between teachers and parents for parental engagement
Metric 3: Evidence of two-way communication at the classroom, school, and district levels
Provide a Continuum of Support and Services Available to Aid in Meeting Students' Social and Emotional Needs
Metric 1: Develop between one and three new partnerships with external agencies that provide resources for students and families each year
Metric 2: Development of drop-out prevention initiatives at each and every school district-wide
Metric 3: Use information provided by our student communication monitoring services to provide guidance for appropriate digital communications
Provide Instruction to Assist Students' Development of Digital Citizenship
Metric 1: Participation of students in internet safety instruction
Metric 2: Continued use of a district digital citizenship pledge for students K-12

FOCUS AREA: READY

Strengthen the core curriculum at all levels so that students are ready to learn, ready to live, and ready to lead

Commit to Closing the Achievement Gap in Early Learning (K-2) as the Foundation for Future Academic Success
Metric 1: Strengthen intervention strategies through continued implementation of the MTSS framework
Metric 2: Continue and expand the use of transition plans for Coming to Kindergarten outreach by each elementary school
Metric 3: Evidence of progress on NC Star Key Indicator A 4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level
Communicate High Expectations for Student Attendance, Academic Progress, and Conduct
Metric 1: Annual review of data for attendance, academic progress, and conduct at each school level and at the district level
Metric 2: Evidence of high expectations communicated to parents at all schools
Metric 3: Implementation of MTSS framework across the district
Increase Opportunities for Advanced Level Courses and Talent Development Opportunities
Metric 1: Increase in the number of Davidson County E-Learning courses and student participation in these courses via a digital learning management system
Metric 2: Continued partnership with North Carolina community colleges to offer dual enrollment courses for high school students
Metric 3: Increase advanced-level math opportunities in grades 4-9
Metric 4: Develop a structure for accelerated ELA classes in grades 6-8
Metric 5: Create advanced learning opportunities K-12 through weekly enrichment and enhancement opportunities
Provide Opportunities for Exposure to Different Career Paths Via Relationships with Local Entities
Metric 1: Evidence of collaboration with institutions of higher learning in providing students with information and awareness
Metric 2: Implementation of district-wide career days/weeks to be conducted at each school
Metric 3: Increase in participation of outside agencies/businesses at the classroom level
Incorporate the Development of Personal Success Skills for Students, Aligned with the <i>North Carolina Portrait of a Graduate</i> , into Instructional Design
Metric 1: Visual representation in every district classroom
Metric 2: Creation of plan to provide student leadership roles/opportunities within classrooms, schools, and the district
Metric 3: Lesson plans reflect implementation of personal success skills into content curriculum