



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Strategic Plan

VISION 2020

Board of Education Update, July 2015



Key Updates



**Strategic Planning
Implementation
Team**

**Regular meetings of
objective owners**



**Each objective owner
has a team of roughly
20 staff members
representing schools
and departments
across WCPSS**



**Adjustments made to
earlier strategies through
consolidation**

Our Vision



All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

Our Mission



Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Core Beliefs

- 1 Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- 2 Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- 3 Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- 4 The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- 5 The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- 6 The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Our 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.

Goal Measures

1

Graduation

- Cohort Graduation Rate; Dropout Rate

2

Productive Citizenship

- Voter registration of 18-year olds in high school
- Participation for 18-25 year olds in elections
- Student volunteerism

3

College and Career Ready

- PISA (Programme for International Assessment) data sampling in high schools
- CWRA (College and Work Readiness Assessment) data sampling in high schools
- UNC Freshman Measures reports
- National Student Clearinghouse data on enrollment and progression of WCPSS alumni
- ACT/SAT Benchmark Data
- Number of WCPSS students meeting UNC system entrance requirements
- Job placement data for recent college graduates
- Unemployment data for 18-25 year olds
- Armed Services Vocational Aptitude Battery (ASVAB) data
- Work Keys Assessment data
- Percentage proficient at College/Career Ready threshold on EOG/EOC

Objective Statements



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

Strategies

- A. Cultivate environments of inquiry that enhance the unique skills and abilities of educators and students through collaboration, creativity, communication, and critical thinking.
- B. Ensure standards that provide infrastructure that supports innovative learning regardless of location or age of facility.
- C. Provide dynamic and wide-ranging curriculum that ensures access to coursework reflecting the diversity of the school community and changing demands of career and college.
- D. Redesign and create systems and structures that empower students and teachers to take responsibility for continuous growth through resilience and self-awareness.
- E. Develop and implement a differentiated model to allocate and align resources to schools based on need and performance.
- F. Design progressive learning environments that strategically integrate digital resources and emerging technologies.



Learning and Teaching

Team

Greg Decker, Principal

Liz Grimes-Droessler, K-12 Arts

Marlo Gaddis, Instructional Technology/Library-Media

Sheri Green, Facilities

Kris Hahner, IRT

***Karen Hamilton**, Special Education

Luke Miles, Magnet Coordinator

Alicia Miller, Intervention

Sherri Miller, Literacy

***Steve Moore**, Principal

***Objective Owner**

Allison Reid, High School Teacher

Heather Brietic-Shipley, AIG Teacher

Lori Rutherford, Human Resources

Ruth Steidinger, Academic Programs & Support

Sonya Stephens, Data & Accountability

Michelle Tucker, Elementary Math

Walter White, Technology Services

***Todd Wirt**, Academics

Michelle Woodson, Title 1



Learning and Teaching

Cultivate environments of inquiry that enhance the unique skills and abilities of educators and students through collaboration, creativity, communication and critical thinking

Where we are

Developed presentations, professional learning, and resources for Professional Learning Team Support

Developing and deploying professional development to include language of inquiry, collaboration, creativity, communication, and critical thinking into coaching cycles with all school-based coaches

What's next

Launch professional development to teachers and staff beginning in 2015 - 2016

Collaborate with Strategic Plan Objective Owners to define the 4 Cs



Learning and Teaching

Ensure standards that provide infrastructure that supports innovative learning regardless of location or age of facility.

Where we are

Started the process of involving stakeholders (elementary, middle and high school principals and teachers)

Added additional facility planner and seeking resources for consultant to revise building specifications

What's next

Expand stakeholder group to include external members and use input to design collaborative school spaces and create a collaborative learning environment checklist

Create written and visual examples for collaborative learning environments in both new and existing schools



Flexible learning environment



Learning and Teaching

Provide dynamic and wide-ranging curriculum that ensures access to coursework reflecting the diversity of the school community and changing demands of career and college.

Where we are

Updated CMAPP template design to reflect the principles of Understanding by Design (UbD)

Created a timeline for course development in CMAPP and completed revisions to 1st and 2nd quarter entries

Planned and delivered an Academic Symposium designed to build capacity for writers in Instructional Learning

What's next

Create Camtasia professional development video for content area specialists to use with curriculum writers

Complete 3rd and 4th quarter revisions to lessons in CMAPP

Provide training to existing instructional coaches at each school to guide teachers in the use of instructional practices



CMAPP template

WAKE COUNTY PUBLIC SCHOOLS SYSTEM	
CMAPP Unit Guide	
Unit Topic	Instructional Time
Adding & Subtracting Decimals	11 days (Days 31-41)
State Standard(s)	
<p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	
Vertical Alignment	
<ul style="list-style-type: none"> In grades K-4, students have been working with a variety of strategies to build an understanding of the number system as it relates to addition and subtraction with whole numbers. <ul style="list-style-type: none"> In K, students learn to decompose numbers 11-19 and build fluency for adding and subtracting within 5. In 1st grade, students add within 100 (adding 2-digit and 1-digit or a 2-digit and a multiple of 10). They also subtract multiples of 10 (between 10-90). In 2nd grade, students build fluency for adding and subtraction within 100. However, they also add up to four 2-digit numbers and add/subtract within 1000, including mentally adding and subtracting 10 or 100 to any number between 100-900. In 3rd grade, students build fluency for adding and subtracting within 1000. In 4th grade, students are expected to formalize the strategies by using an algorithm for multi-digit addition and subtraction. Students are first exposed to decimals in 4th grade. They use decimal notation for fractions with denominators of 10 or 100. They also learn to compare two decimals to hundredths. In 5th grade, students will extend their work with decimals to thousandths. They learn to compare two decimals, round, add/subtract, and multiply/divide. There are no operations with decimals prior to 5th grade. The standard algorithms for operations with decimals is an expectation in 6th grade. Before then, students should be focused on strategies, models, and pictures when working with decimals. 	
Wake County Public Schools	

support and enrich student learning, please access the	
Essential Question(s)	
How does adding and subtracting whole numbers compare to adding and subtracting decimals?	
Initial Vocabulary	
of Student Learning	
Items for 5.NBT.7.	
Benchmark Assessment	
Learning Experience	
ns in this unit.	
Lines	
a Real-World Context	
)	
)	
onal Resources	
support on the instructional strategies in this unit.	
locks	
Wake County Public Schools	

Add & Subtract Decimals with Number Lines

Click HERE for an Enrichment Investigation aligned to this unit.

Wake County Public Schools



Learning and Teaching

Redesign and create systems and structures that empower students and teachers to take responsibility for continuous growth through resilience and self-awareness.

Where we are

Presented first set of grading practice exemplars to middle and high school principals

Collaborated with staff from Student Support Services, Special Programs and Academics to develop co-teaching model

Completed first year of K-2 Nurturing Pilot at 16 elementary schools

What's next

Post Grading Practices to each school's website

Train new co-teaching partners on the WCPSS co-teaching model

Continue with year two of three K-2 Nurturing Pilot at same 16 elementary schools



Grading Practices

Grading Practices Update

What follows is a summary of the information synthesized from principal feedback at the April joint meeting with middle and high school principals. As a reminder, earlier in this school year principals chose three topics to discuss; retest practices, missed and late work, and grading of homework. Below are the suggested guidelines you should work to adhere to when revisiting your grading practices to stay in accordance with policy 5520. The spirit of the suggestions is grounded in the belief that we as educators adhere to the philosophy of mastery learning. When modifying your grading practices please keep in mind the purpose statement noted in policy 5520: *The purpose of a grading system is to appropriately and consistently measure and communicate an individual student's level of mastery of defined learning objectives.* When making adjustments to your practices you should always point back to the question, "Does this practice honor the purpose statement noted in policy 5520?" This is the test of whether or not your practices will withstand an appeal.

You are encouraged to make your practices uniform across school but without question, within a PLT/department.

Retest Practice:

- Any student wishing to take a retest should be afforded the opportunity.
- Before the student is given the opportunity to retest he/she must:
 - Complete the original task or assessment
 - Complete required assignments
 - Complete the reteaching/relearning activities
- The retest must be completed within an established window of time (determined by school).
- The retest grade cannot be altered to reflect a grade lower than what the student earns.
- The teacher should use the grade (original or retest) that best reflects the student's level of mastery of the defined learning objectives.

should not be a part of a student's academic grade point, asked to practice it that night for homework, or as the next day to determine if the students

summative) may be included as part of the academic literary concepts necessary for a student to produce may be worked on in class but may need to be student's homework. This is an acceptable graded

amount of minutes a student should spend on should discuss where they stand on adherence to stance, revisit the school's practice.

it is not turned in due to an absence.

schools should follow when a child misses school. should establish consequences for his/her actions aside.

not turned in on time not as a result of an absence in on time should be attributed to the behavior and student does not turn in the work on time but wants to attention, or something similar to this, where the work or being late but opportunity to complete the work), upon window of time that late work will be accepted.



Learning and Teaching

Develop and implement a differentiated model to allocate and align resources to schools based on need and performance.

Where we are

Identified and developed structures for the Elementary Support Model

Explored examples of non-negotiables with district level staff

Drafted Academic Department levels of support

What's next

Implement differentiated model of support

Develop and socialize purpose and measures of non-negotiables

Determine if the current district organization, infrastructure, and financial resources promote a differentiated approach and realign fiscal and human resources as appropriate



Learning and Teaching

Design progressive learning environments that strategically integrate digital resources and emerging technologies.

Where we are

Reviewing unit plans and providing examples of how to integrate digital resources into CMAPP

Adopted a Learning Management System (LMS) that integrates majority resources (such as grading, lessons, attendance, assessment, growth) and allows for the creation of projects

Designing a single login for all stakeholders

Delivering new teacher laptops to schools

What's next

Designate a committee that will advise on the design and implementation plan

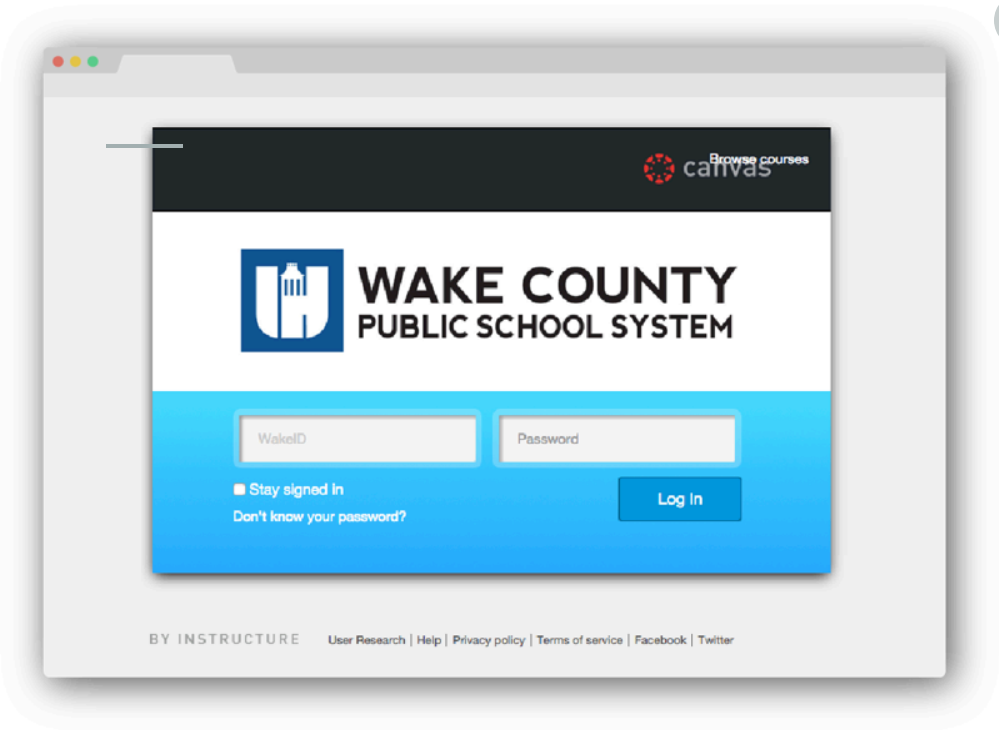
Deploy LMS to district stakeholders

Deploy single login for all district stakeholders

Determine student devices to be purchased for schools



Canvas



Achievement

Strategies

- A. Improve access to high quality core curriculum and instruction. (Provide all students with rigorous, high quality curriculum taught by effective teachers in a safe and nurturing learning environments.)
- B. Provide high quality professional learning opportunities to all staff. Provide differentiated, effective, job-embedded professional learning to build educator capacity to support students in obtaining grade-level proficiency.
- C. Develop and expand extended learning opportunities to include early learning, nontraditional learning, summer and intersession learning and alternatives to suspension to reduce learning loss and address diverse learning needs.
- D. Provide wraparound support to meet the needs of the whole child. (Counseling, social work, mental health, mentoring, nursing, psychology, etc.)
- E. Implement with fidelity multi-tiered systems of support for academics and behavior.
- F. Increase access to college and career readiness counseling and resources.



Achievement

Team



Shelia Bennett, Human Resources
Stacy Bigham, Office of Early Learning
Chrys Browne, Office of Professional Learning
Daniel Colvin, Phillips High School
Dawn Dawson, Office of Early Learning
***Brenda Elliott**, Student Support Services
Jennifer Estes, Intervention Services
Michelle Gainey, AIG Programs
Joy Gorman, Holly Ridge Elementary School
Glenda Harrell, ESL
***James Hedrick**, Athens High School
Cora Mitchell, Special Education Services
James Overman, Elementary Schools Program
Colleen Paeplow, Data and Accountability
Yolanda Perkins, K-12 Literacy (Spec Ed)
Tamani Anderson Powell, Magnet

Marrius Pettiford, Counseling and Student Services
Trisha Posey, Fiscal-Administrative Services
Delynda Ramirez-Carter, World Languages K-12
Crystal Reardon, School Counseling
Melanie Rhoads, State and Federal Programs
Eric Rosen, Apex Middle School
Audrey Thomasson, Olive Chapel Elementary School
Lisa Thompson, Magnet Themes and Curriculum
Denise Tillery, Intervention Services
Rodney Trice, Equity Affairs
Wanda Vincent, Alternative Learning Center
Deirdra Williams, Heritage High School
Erika Woodard, Instructional Technology and Media

**Objective Owner*

Achievement

Improve access to high quality core curriculum and instruction. Provide all students with rigorous, high quality curriculum taught by effective teachers in a safe and nurturing learning environments.

Where we are

Launched AP Capstone in six high schools to provide a rigorous curriculum with support that provides access to an AP diploma.

Provided data sets to schools in order to support the examination of inequities in program access (curriculum, clubs, organizations)

Refocusing the expectations for Professional Learning Teams (PLTs) in order to provide consistent language and support to impact high quality teams that positively affect students

What's next

Pilot Equal Opportunity Schools (EOS) in seven high schools to increase equity of access to AP and IB coursework

Provide coaching and support to schools and school leaders in expanding practices that support academic success for all students.

Provide professional learning to instructional coaches, IRTs, APIs and other school based leaders on how to maximize the use of the revised curriculum design within CMAPP.



Achievement

Provide high quality professional learning opportunities to all staff. Provide differentiated, effective, job-embedded professional learning to build educator capacity to support students in obtaining grade-level proficiency.

Where we are

Developed the Effective Teaching Framework (ETF) Community and provided professional learning to principals, assistant principals and senior-level central services staff on the framework

Developed a consistent and cohesive coaching framework to align roles, responsibilities, and expectations for all coaches in WCPSS in order to increase student achievement and improve reflective and collaborative cultures in schools

Aligning professional learning offered throughout WCPSS to the specific objectives and strategies within the Strategic Plan

What's next

Provide ETF Professional Learning to all new principals and assistant principals, elementary and middle school IRTs, and remaining central services staff

- Institute professional learning for all coaches
- Create a consistent hiring process for all coaches
- Develop training to support schools and school leaders in expanding practices that support academic success for all students

Create a Professional Learning Advisory Council that will inform future professional learning initiatives as well as create connections between major district Professional Learning implementations

Achievement

Develop and expand extended learning opportunities to include early learning, nontraditional learning, summer and intersession learning and alternatives to suspension to reduce learning loss and address diverse learning needs.

Where we are

Opened an Acceleration Academy to reengage and graduate WCPSS students who have previously dropped out of school

- Identified resources needed to address gaps in academic proficiency and student discipline
- Expanded Early Start Summer Programs to support Pre-K students being better prepared for Kindergarten

Research strategies that would help build citizenship skills and improve student engagement

Studied and explored non-traditional learning options that the district should consider providing to meet diverse student needs.

What's next

Expand rising 9th grade transition summer programs for “at-promise” 8th graders

- Expand intersession and summer interventions for incoming 2nd graders and middle schools students below proficiency in ELA or math
- Open a physical site to provide alternative educational services to students in lieu of long term suspension
- Study the implications of opening Pre-K classes for the base students at Elementary Support Model schools

Increase opportunities for students to develop positive character and be engaged in service-learning and volunteering

Assess readiness and priorities for non-traditional learning options

Achievement

Provide wraparound support to meet the needs of the whole child.
(Counseling, social work, mental health, mentoring, nursing, psychology, etc.)

Where we are

Researched effective dropout prevention strategies being implemented in other school districts

Began to identify gaps in the district's ability to quantify impact of Student Support Services

In collaboration with YouThrive, Healthiest Capital County, Juvenile Court and other community organizations and initiatives identify ways that the community can support non-academic barriers to school success

Provided full-time social workers at Elementary Support Model (ESM) schools

What's next

Develop and launch a Graduation Cohort Program to track students at risk for falling behind and target early interventions

- Connect student health records to the EASi systems to evaluate and improve effectiveness of nursing resources
- Improve systems that track data on student interventions
- Expand resources to address student nutritional needs
- Develop a comprehensive continuum of services to support student mental health needs
- Support the development of additional juvenile diversion programs

Investigate use of Student Support Services staff at the school-level and develop consistent expectations across the district

Achievement

Implement multi-tiered systems of support for academics and behavior with fidelity.

Where we are

Launched training to support the implementation of MTSS at 28 Cohort 1 schools

Provided training to build central services staff capacity to support MTSS implementation at the school level.

Developed an online tool that integrates student data sources and intervention plan development.

Partnered with Data & Accountability to develop a logic model and evaluation plan for assessing the impact and fidelity of implementation of MTSS

What's next

Launch training for 44 Cohort 2 schools and continue to build capacity for the Cohort 1 School-based Leadership Teams (SBLTs)

Participate in NCDPI MTSS Cohort 1 training for district leadership

Pilot an Early Warning System (EWS) and EdPlan to allow for core, group and individual behavior, and academic intervention plans for Cohort 1 schools

Participate in a research study to assess the effectiveness of our MTSS model

Achievement

Increase access to college and career readiness counseling and resources.

Where we are

Identified gaps in current college and career readiness resources and evaluated the efficiency of resources being used in other school districts

Researched and reviewed what it means to be college and career ready as defined by the College Board, ACT and Common Core Standards

Provided additional coaching and support to first-generation and “at-promise” future college attendees through ¡Gradúate! and graduation coaches

What's next

Pilot a more robust and comprehensive web-based College and Career Readiness Platform that requires all high school students have a four-year plan that is connected to post-secondary goals and that is monitored by school staff and accessible to parents/guardians.

Implement and socialize a definition of college and career readiness aligned with state standards and Future Ready Core

Examine gaps in college enrollment and strengthen our partnerships with organizations that support college and career readiness

Balanced Assessment

Strategies

- A. Define and communicate standards for Collaboration, Creativity, Communication, and Critical Thinking (i.e. the 4Cs)
- B. Create a balanced PreK-12 district assessment framework to include measurement of the 4Cs.
- C. Create and deploy digital portfolios for students PreK-12



Balanced Assessment

Team

Anne Marie Adkins, West Lake Middle

Cindy Baker, Salem Middle

Kevin Biles, Pleasant Union Elementary

***Mary Bohr**, Penny Road Elementary

David Brooks, Broughton High

Drew Cook, High School Programs

Lori Desloge, Weatherstone Elementary

Paul Domenico, Magnet Programs

Vanessa Hansen, Conn Elementary

Daniel Hawley, SE Raleigh High

Kristen Hellier, Academics

Sandra Hunnicutt, Technology Services

Pam Kinsey Barker, Northern Wake

Heather Layman, Yates Mill Elementary

***Objective Owner**

Kevin Ledger, Broughton High

***Brad McMillen**, Data and Accountability

Tiffany Maddox, Special Education Services

Rob Matheson, Apex High

Jessica Miller, SE Raleigh High

Sara Overby, Academics

Jennifer Parker, SE Raleigh High

Jennifer Peters, Wildwood Forest Elementary

Allison Schleede, Instructional Technology and Media Services

Mellisa Smith, Data and Accountability

Christy Story, Conn Elementary

Judy Williams, Intervention Services

Keri Woronka, Pleasant Union Elementary

Balanced Assessment

Define and communicate standards for Collaboration, Creativity,
Communication, and Critical Thinking (The 4Cs)

Where we are

Reviewed existing resources and frameworks related to the 4 Cs and defined 4 Cs Competencies

What's next

- Share draft with wider audience for feedback and input from principals, teachers, and central staff
- Develop communication tools and strategies about the 4 Cs for the district
- Start integrating 4 Cs competencies into the curriculum and instruction landscape



Balanced Assessment

Create a balanced PreK-12 district assessment framework to include measurement of the 4Cs

Where we are

Defined key filters and criteria to use to evaluate current assessment system

Conducted inventory of existing district assessment system

- Examining existing assessments for balance and load
- Researching other state and district assessment plans for benchmarking
- Identifying components of an ideal balanced system aligned to the strategic plan

What's next

- Determine specific modifications to align into a balanced system that includes the 4 Cs
- Identify implications (e.g., funding, professional learning, impacts on other parts of the organization, etc.)



Balanced Assessment

Create and deploy digital portfolios for students PreK-12

Where we are

Convening a diverse group of stakeholders to create evaluative criteria

What's next

- Identify clear purpose and intended use
- Gather detailed business requirements based on identified use and purpose
- Collect information from vendors and other school districts to define range of options



Human Capital

Strategies

- A. Continuously attract and acquire talent throughout the organization to impact learning and teaching.
- B. Develop career pathways that will support personnel at all levels of the organization to enhance and build the skills necessary for professional growth, leadership opportunities, or career advancement.
- C. Enhance the process by which employees are recognized and rewarded for continued exemplary and innovative performance.
- D. Through ongoing review and analysis, both internally and externally, develop and maintain a competitive salary structure that supports the district's mission to attract, recruit, and retain our employees.
- E. Identify human capital best practices from school districts and private organizations in order to transition WCPSS to a human-capital focused organization.

Human Capital

Team

Nancy Baenen, Data and Accountability

Kengie Bass, Middle School Programs

Deborah Clifton, Human Resources

Eric Fitts, Brentwood Elementary

Kevin Gilleland, Data and Accountability

Lloyd Gardner, Area Superintendent

Elizabeth Hodge, Professional Learning

Marcie Holland, Human Resources

Wilma T Jenkins-Flythe, Human Resources

Kimberly Jordan, Forestville Elementary School

Terri Kimzey, Budget

Kimberly Kreider, Holly Ridge Middle School

Dhedra Lassiter, Rolesville Middle School

Miles MacLeod, Heritage High School

Bryan Martin, Human Resources

Emily Mountford, Holly Ridge Middle School

Jerri Preddy, Facilities

Raushawna Price, Recruitment and Retention

Sally Reynolds, Human Resources

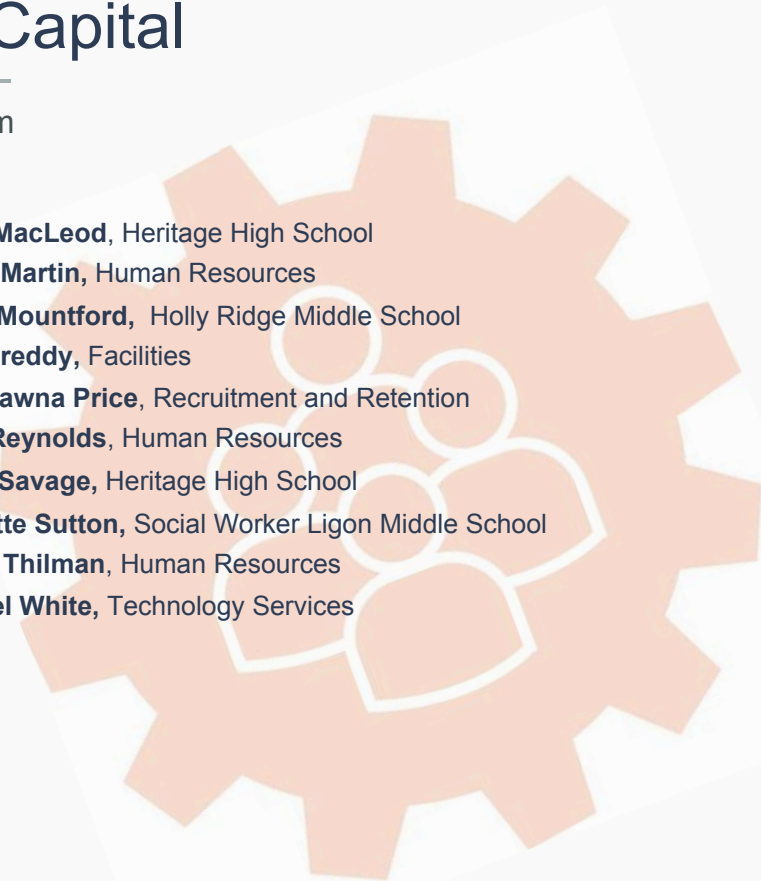
***Mark Savage**, Heritage High School

Tanyette Sutton, Social Worker Ligon Middle School

***Doug Thilman**, Human Resources

Samuel White, Technology Services

****Objective Owner***



Human Capital

Continuously attract and acquire talent throughout the organization to impact learning and teaching.

Where we are

Benchmarking Applitrack screening and recruitment with both in-state and out-of-state school districts

Created a new instrument and process for exit surveys

Selected and provided contracts to first FUTURE teachers cohort of 2015 high school graduates

What's next

Review the feature in Applitrack, Teacherfit. This diagnostic program can be used as a screening and selection tool. Develop a pilot for use of the pre-screening tool

Implementation of the new electronic exit survey form. Communication regarding the new form and implementation has been shared with all stakeholders

Create professional development plan for cohort to be implemented beginning in the summer of 2016



Human Capital

Develop career pathways that will support personnel at all levels of the organization to enhance and build the skills necessary for professional growth, leadership opportunities, or career advancement.

Where we are

Creating Growing Your Capacity Template to track staff development toward career strands

Developing From Beginner to Board Certified pathway for teachers

Created Leadership Development Framework program for school leaders

Designed templates aligning NCEES standards consistent with strategic plan

What's next

Identify implications for professional learning management system

Finalize curriculum for implementation. First cohort to be selected this fall

Implement components of the Leadership Development Framework strands

Present instruments to principals and area superintendents to guide evaluations for 2015-16 school year

Human Capital

Enhance the process by which employees are recognized and rewarded for continued exemplary and innovative performance.

Where we are

Increased the number of employees who are recognized for their contribution to the school system through the Employee Excellence Program

Developed a process by which employees are recognized for continued service with the school system in an incremental format

What's next

Continue to recognize the outstanding work by employees across the school district through the Employee Excellence Program

Create a working group to research and review similar structures in other school districts and private businesses



Human Capital

Through ongoing review and analysis, both internally and externally, develop and maintain a competitive salary structure that supports the district's mission to attract, recruit, and retain our employees.

Where we are

Market comparability study is in process and scheduled to be completed this summer

Develop a plan to implement the changes in the extra duty pay schedule.

What's next

Analysis of the market study data and recommendations will be reviewed and shared with various stakeholders. Leadership will collaborate with both internal and external stakeholders regarding the creation of local salary schedules for employees. Information will be used in future budget development processes

Reconvene committee to develop a phase in implementation plan



Human Capital

Identify human capital best practices from school districts and private organizations in order to transition WCPSS to a human-capital focused organization.

Where we are

Working with outside facilitator to assess our current HR environment and help us create a roadmap for moving forward

Created a list of comparative school districts and other industries undergoing human capital transitions to use as points of reference

What's next

July 22 and 23 Human Capital Assessment Protocol to determine Human Resources functionality and next steps

Team outreach to:

- Current districts in the beginning to middle stages of their transitions from HR to HC
- National WCPSS benchmark districts
- Private/non-profit organizations



Community Engagement

Strategies

- A. Increase community volunteers from areas such as business, faith-based and civic groups to be trained to match school needs
- B. Strengthen parent engagement and related programs
- C. Require School Improvement Plans to include community engagement component supporting student achievement
- D. Strengthen customer service, especially in areas with a routinely high volume of parent calls and visits
- E. Formal rollout of strategic plan to all schools with sustained emphasis throughout the year



Community Engagement

Team

Tamani Anderson, Magnet programs

Karim Bennai, Family and Community Engagement

Julie Crain, Wake Ed Partnership

Joy Frankoff, CTE

Thomas Huffstetler, Translation

Kathy Knezevic, Holly Grove Elementary

Geunhyeh (Juhee) Kwon, Family and Community Engagement

Matthew Lenard, Data and Accountability

Gary Lewis, Wake PTA Council

Tim Locklair, Western Area

Julia Nieves, Advocates for Children's Services

Dalphine Perry, Zebulon Middle

William Poston, Communications

Rosa Rangel, Family and Community Engagement

***Tim Simmons**, Communications

***Muriel T Summers**, Combs Elementary

Marianne Hedrick Weant, NC PTA

Michael Yarbrough, Communications

Tina Zarzecki, Lake Myra Elementary

****Objective Owner***



Community Engagement

Increase community volunteers from areas such as business, faith-based and civic groups to be trained to match school needs.

Where we are

Continuing work to make volunteer registrations more convenient and effective

Developing long-term options that combine more robust community engagement balanced against the needs of student safety

What's next

Modify registration process and release guidelines to create a more uniform approach among schools

Complete review of best practices before selecting community engagement model that can serve as the district's foundation for all schools



Community Engagement

Strengthen parent engagement and related programs

Where we are

Finishing work that settles on community and parent engagement model

Created 2015-16 Parent Academies organized among clusters of schools with similar needs

What's next

Use community engagement model to focus on specific program needs. (e.g. early literacy, dropout prevention)

Market the completed lineup to schools and community groups



Community Engagement

Require School Improvement Plans to include community engagement component supporting student achievement

Where we are

Working with SIP advisor and principals

What's next

Create subgroup to work directly with SIP planning



Community Engagement

Strengthen customer service, especially in areas with a routinely high volume of parent calls and visits

Where we are

Creating uniform protocol for the reception of all parents and guests at each school

Investigating ways in which software can help to better address, track, and improve customer relations

What's next

Roll out new protocols for 2015-2016 school year

Select and implement software as time and money permits



Community Engagement

Formal rollout of strategic plan to all schools with sustained emphasis throughout the year

Where we are

Created first set materials to be released to schools

Working with central service administrators and principals to ensure the strategic plan is referenced and integrated in all professional development and related materials


What's next

Distribute materials this summer and develop additional materials as needed.

Continue highlighting the strategic plan in district material and training sessions. Use the Summer Leadership Conference for all administrators as a model on how to fully integrate the plan into daily routines



School Materials



Strategic Plan

VISION 2020

OUR VISION
All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

OUR MISSION
Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

OUR 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.

WE BELIEVE

<p>Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.</p> <p>1</p>	<p>Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.</p> <p>2</p>	<p>Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.</p> <p>3</p>
<p>The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.</p> <p>4</p>	<p>The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.</p> <p>5</p>	<p>The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.</p> <p>6</p>



thinkers.

OUR GOAL

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Strategic Plan

VISION 2020

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