



Wake County Public School System Superintendent's Performance Goals 2009-2010

WCPSS Mission

The Wake County Public School System will educate each student to be a responsible and productive citizen who can effectively manage future challenges.

WCPSS Goal

WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.

Superintendent's Mission

To create and maintain systems with sufficient resources for establishing a collaborative, inclusive and trusting environment for all stakeholders and for providing high quality learning experiences for each student to ensure success in the 21st century.

Superintendent's Vision

Working as a community of educators and stakeholders, with support from our broader community, we will ensure that every child educated in our school system graduates on-time prepared for the future.

Superintendent's Strategic Directives

1. Focus on learning and teaching.
2. Retain, recruit, and train high quality employees.
3. Develop and implement systems and structures to support schools, ensure accountability and engage the community.
4. Expand fiscal accountability.

STRATEGIC DIRECTIVE 1: *Focus on Learning and Teaching*

- Goal 1:** Ensure that the WCPSS is a learning organization in which working in professional learning teams in schools and in central services is the means to improvement.
- Goal 2:** Ensure that school improvement planning processes in all schools are relevant and incorporate continuous improvement practices.
- Goal 3:** Ensure that central services departments and divisions support learning and teaching appropriately with a focus on the accomplishment of the Board Goal.
- Goal 4:** Implement recommendations from the Curriculum Management Audit to improve the curriculum management system and align with the Board Goal.

OUTCOMES

1. Results

- A. Increase the student graduation rate as measured by the North Carolina Department of Public Instruction each year leading to all students graduating on time by 2014.
- B. Decrease the number of students at all grades missing more than 10 days.
- C. Increase the percentage of students proficient on EOGs and EOCs for all subgroups.
- D. Increase the percentage of students achieving high growth.
- E. Increase average SAT scores.
- F. Increase the number of students enrolling in Advanced Placement courses.
- G. Implement recommendations from the Curriculum Management Audit as aligned with the Board Goal.

2. Processes

- A. Documentation of the on-going use of school improvement plans to guide the work of schools toward achieving the Board Goal.
- B. Documentation of professional learning teams that support school improvement planning processes and central services division and department plans.
- C. Identification and sharing by schools and central services of lessons and practices with a documented impact on student achievement and the promotion of high academic growth.
- D. Documentation of the effective use of time during the workday for adult team-based learning that supports student achievement.

3. Relationships

- A. Documentation of a positive impact of team-based collaboration on learning and teaching by all teachers, with an emphasis on Beginning Teachers (BTs).
- B. Documentation of positive working conditions as noted on the North Carolina Teacher Working Conditions Survey.
- C. Documentation of goals in the School Improvement Plan based on the results from the Teacher Working Conditions Survey results.
- D. Demonstration of a positive trend on central services surveys in team-based collaboration that leads to improved learning and teaching.
- E. Support and facilitation of the work of the recommendation teams from the Curriculum Management Audit and the work of the Board of Education's Student Achievement Committee.

Action Steps

- 1) Utilize teams as a way to identify and provide opportunities for sharing best practices that have a documented impact on improving student achievement for all student groups.
- 2) Support high quality professional development for school-based and central services leaders at all levels to equip them with the skills necessary to effectively participate in, support, and monitor professional learning teams.

- 3) Continue to work with recommendation core teams to implement the Curriculum Management Audit recommendations as aligned with the Board Goal.
- 4) Use the results of the NC Teacher Working Conditions Survey and Central Services surveys to positively impact working conditions.
- 5) Hold Superintendent's Leadership team meetings in schools or in departments as a means to identify practices with a documented impact on student achievement.
- 6) Use the Professional Learning Team matrix to periodically assess the level of implementation of professional learning teams.
- 7) Monitor the fidelity of implementation and impact on student achievement of professional learning teams.
- 8) Monitor the implementation of school improvement plans, departmental plans, and the results of continuous improvement.

STRATEGIC DIRECTIVE 2: *Retain, Recruit, and Train High Quality Employees*

Goal 1: Ensure that district leaders have the understanding and capacity to support healthy schools and promote positive working conditions which lead to the retention of high quality employees and will impact the attainment of the Board Goal.

Goal 2: Implement recommendations from the Curriculum Management Audit to improve the curriculum management system and align with the Board Goal.

OUTCOMES

1. Results

- A. Increase the employee retention rate.
- B. Decrease the percent of employees citing working conditions on the Tender of Resignation form from the previous year.
- C. Increase the percentage of all WCPSS teachers completing the NC Teacher Working Conditions Survey to greater than 95% (two-year outcome).
- D. Implement recommendations from the Curriculum Management Audit.

2. Processes

- A. Evidence that school and central services leaders throughout the year have routinely reviewed retention data and taken action if needed.
- B. Evidence that leaders have routinely reviewed the support provided to Beginning Teachers (BT) by mentor teachers and taken action if needed.
- C. Evidence that employees at all levels are participating in training to develop and support leadership skills.
- D. Evidence of leadership training for succession planning.
- E. Documentation of training to provide the skills and knowledge for employees to perform their jobs at high levels.
- F. School Improvement Plans that reflect appropriate data from the NC Teacher Working Conditions Survey and strategies that support employee retention.
- ~~G.~~ Expansion of the pilot of the working conditions survey for non-certified employees.

3. Relationships

- A. A positive trend line for each of the 5 factors/domains from the NC Teacher Working Conditions Survey (two-year outcome).
- B. Evidence of the support and facilitation of recommendation teams from the Curriculum Management Audit and the Board of Education's Human Resources Committee.

Action Steps

- 1) Examine retention data and consult with schools and departments with higher than normal turnover and develop plans to decrease the rate of attrition.
- 2) Maintain a process that provides leaders an opportunity to share best practices in the area of employee retention and support.
- 3) Review the mentor teachers-to-BT ratio by school for adequacy to ensure quality induction for new teachers. Develop plans to address any inadequate situations
- 4) Ensure appropriate induction programs are provided for new employees at all levels, to include each department maintaining an induction packet for new employees.
- 5) Address teacher retention in the school improvement plans. Address other employee retention in each department's improvement plan.
- 6) Involve as appropriate OPD and the Triangle Leadership Academy in developing training and leadership development programs tailored to meet the needs of central service staff and non-certified school based employees.
- 7) Continue the district-wide and regional assistant principal meetings.

STRATEGIC DIRECTIVE 3: *Develop and implement systems and organizational structures to support schools, ensure accountability, and engage the community*

Goal 1: Ensure work processes that are responsive, accountable, and collaborative with all stakeholders and that are focused on high academic growth for all children.

Goal 2: Implement recommendations from the Curriculum Management Audit to improve the curriculum management system and align with the Board Goal.

OUTCOMES

1. Results

- A. Continue to maintain high percentages of schools reporting satisfaction in the support provided by central services.
- B. Increase the percent of stakeholder representatives reporting a greater understanding of issues.
- C. Implement recommendations from the Curriculum Management Audit in support of the attainment of the Board Goal.

2. Processes

- A. Plan and hold periodic Superintendent's Advisory Council Summits and ensure a focus on the Board Goal.
- B. Develop and implement a process for schools to provide feedback to central services concerning the quality and timeliness of services provided.
- C. Document evidence of increased long-range planning.
- D. Ensure involvement of school community stakeholders in long-range planning.
- E. Review the central services organizational structure that supports the superintendent's strategic directives.

3. Relationships

- A. Stakeholder representatives will report that their perspectives on issues are heard.
- B. Administrators will report that they are a better informed of key issues and perspectives on an annual survey.
- C. Administrators will report that they are an effective team on an annual survey.
- D. Administrators will report that their time is utilized effectively on an annual survey.
- E. Support and facilitate the work of recommendation teams from the Curriculum Management Audit by aligning with Board Committees.

Action Steps

- 1) Continue to refine central services and supporting structures, in recognition of current economic condition, to support learning and teaching.
- 2) Review salary schedule to determine alignment with current central services structure and job descriptions.
- 3) Align the work of central services to support the school improvement plans and district initiatives.
- 4) Continue aligning Professional Growth Plans as well as all school and department plans with the Board Goal and the Superintendent's Strategic Directives.
- 5) Conduct Summits for building shared knowledge, and exchanging ideas, information, and feedback from all stakeholder groups.
- 6) Ensure central services accountability to customer service to support learning and teaching and continue methods for gathering feedback.
- 7) Identify key processes and increase related long-range planning that contribute to the accomplishment of the Board Goal.
- 8) Ensure decision-making processes at all levels foster collaboration among stakeholders and focus on student learning.
- 9) Continue to refine the healthy schools process through a variety of strategies including the addition of individual school audits.
- 10) Increase and refine communication with the public, parents, and schools and central services.
- 11) Increase visibility for the Superintendent's Leadership Team.
- 12) Revise surveys to include the evaluation of current processes for the delivery of departmental services to schools.
- 13) Coordinate a multi-year assignment process and the Capital Improvement Program.

- 14) Continue processes for the staff to support the Board of Education committee structure.
- 15) Continue utilizing a format and procedure for creating and reviewing policies as called for in the Curriculum Management Audit.
- 16) Monitor the effectiveness of Expanded Leadership Team meetings.
- 17) Provide quarterly reports regarding progress in implementing the Curriculum Management Audit recommendations.

STRATEGIC DIRECTIVE 4: *Expand Fiscal Accountability*

- Goal 1:** Effectively and efficiently leverage human and financial resources to attain the Board Goal and build support and trust within the broader community.
- Goal 2:** Communicate a strong clear tone at the top of integrity, ethical values, and adherence to system policy and practice.
- Goal 3:** Strategically guide the system through the economic downturn to minimize its impact on learning and teaching.
- Goal 4:** Implement recommendations from the Curriculum Management Audit to improve the curriculum management system and align with the Board Goal.

OUTCOMES

1. Results

- A. Improve financial reporting to the Board of Education and Finance Committee.
- B. Internal audit reports will reflect minimal risk to the system.
- C. External audit reports will affirm the Wake County Public School System as a fiscally sound entity.
- D. Implement recommendations from the curriculum management audit that align with the Board Goal.
- E. Recommendations from the curriculum management audit, the Superintendent's strategic directives, and economic conditions will drive the development of financial plans.

2. Processes

- A. Budget manager certification, and ongoing training requirements, will be reviewed, updated, and revised as necessary.
- B. Internal audit findings will be used to drive improvements in internal controls, financial training, documentation, and related areas.
- C. Financial policies and business practices will be reviewed for applicability and effectiveness in order to make recommendations to system divisions and the Board of Education.
- D. Cost benefit analysis will be used to develop and align system resources with system goals.
- E. The allocation of system resources will be continually reviewed, and using data to make informed decisions, revised as necessary in light of economic conditions.

3. Relationships

- A. Financial presentations, reports and information, including the impact of changes in system resources in light of economic conditions, will be provided and made available to stakeholder and community groups. Stakeholder feedback will be sought.
- B. Meetings will be regularly held with all members of the Superintendent's Leadership Team, system principals, and central service administrators throughout the year to discuss fiscal implications of decisions and their impact on the Board Goal, and to promote a tone at the top of fiscal accountability.
- C. Support and facilitate the work of recommendation teams from the Curriculum Management Audit and the Board of Education and Finance Committee.

Action Steps

- 1) Communicate accountability to stakeholders in order to secure resources to achieve the Board Goal.
- 2) Provide budget and financial information in formats that are clear and present varying degrees of specificity appropriate for the intended audience.
- 3) Refine the process for reviewing and implementing internal controls based upon changing conditions.
- 4) Train budget managers to provide information needed for them to do their jobs more effectively.
- 5) Modeling by the Superintendent's Leadership Team, for all employees, the appropriate "tone at the top" as evidenced by fiscal integrity, ethical behavior, and commitment to learning and teaching.

- 6) Review and revise the Finance Manual and Budget Manager Training to ensure contents are current and applicable to both school and central services staff.
- 7) Review Oracle business applications to gain enhanced application utilization and further leverage human resources.
- 8) Provide management responses and action steps taken in response to external audit findings to the Independent Audit Committee to aid the Committee's advisement to the Board of Education.
- 9) Provide professional ethics training to all principals and central services administrators.
- 10) Review proactively pending changes to system funding in light of economic conditions and make recommendations to mitigate the impact of funding reductions on learning and teaching.