



Strategic Planning Retreat

WCPSS Board of Education

June 1, 2021



Desired Outcomes

- An understanding of the current state of strategic planning
- A retrospective of Vision 2020 and the last year
- Insight into the Theory of Action that will set the foundation for the strategic priorities and drive the implementation of the strategic plan
- Clarity around next steps



Current State of Strategic Planning

Dr. Lloyd Gardner

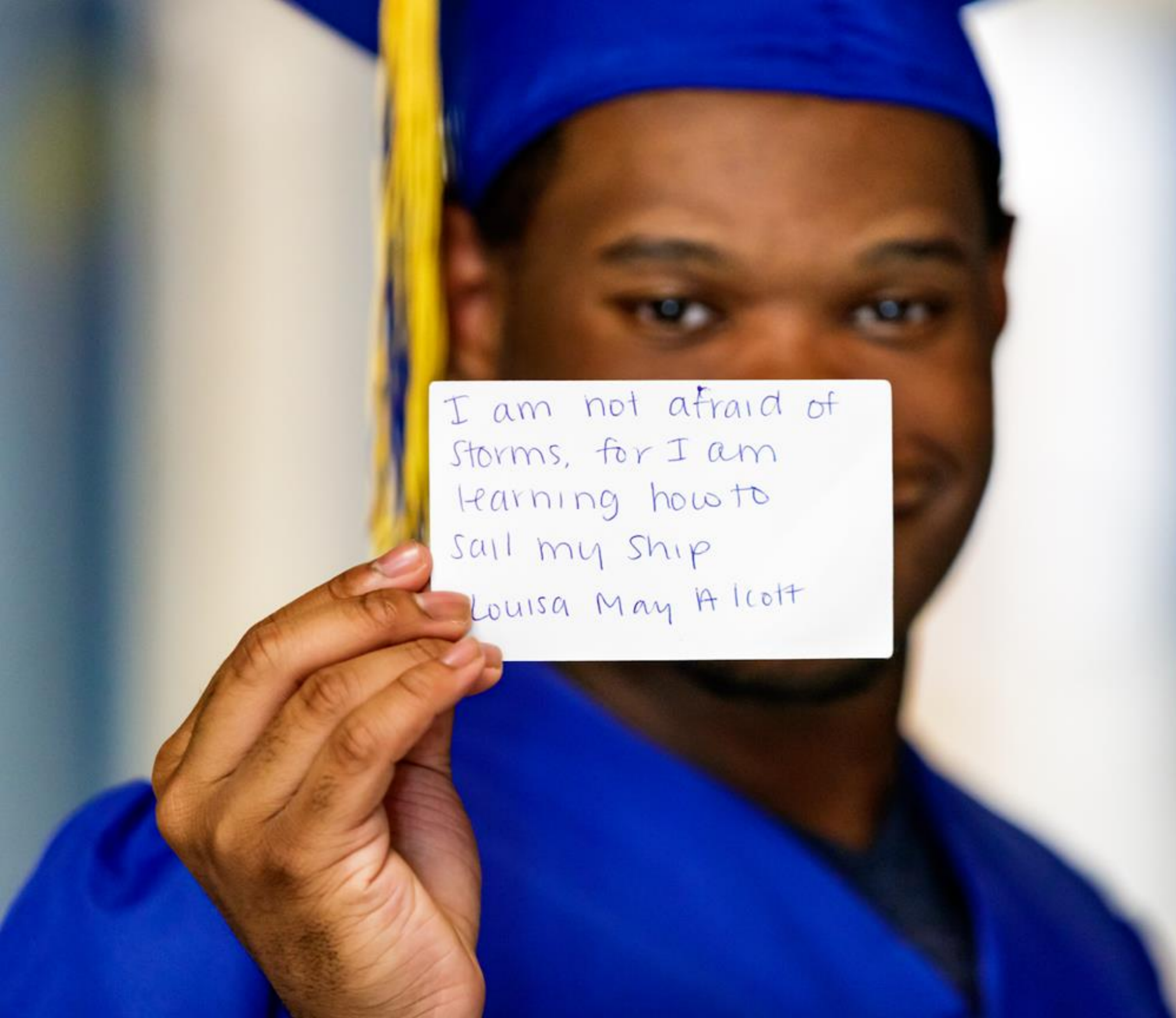
Vision

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.**



I am not afraid of
storms, for I am
learning how to
sail my ship
Louisa May Alcott

OUR GOAL

We will annually graduate at least 95% of our students ready for productive citizenship as well as higher education or a career.



Core Beliefs

Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

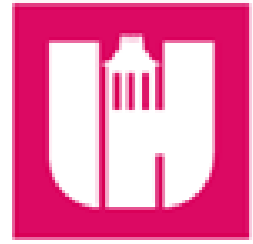
Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

Well-supported, highly-effective, and dedicated principals, teachers, and staff are essential to success for all students.

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.

The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.

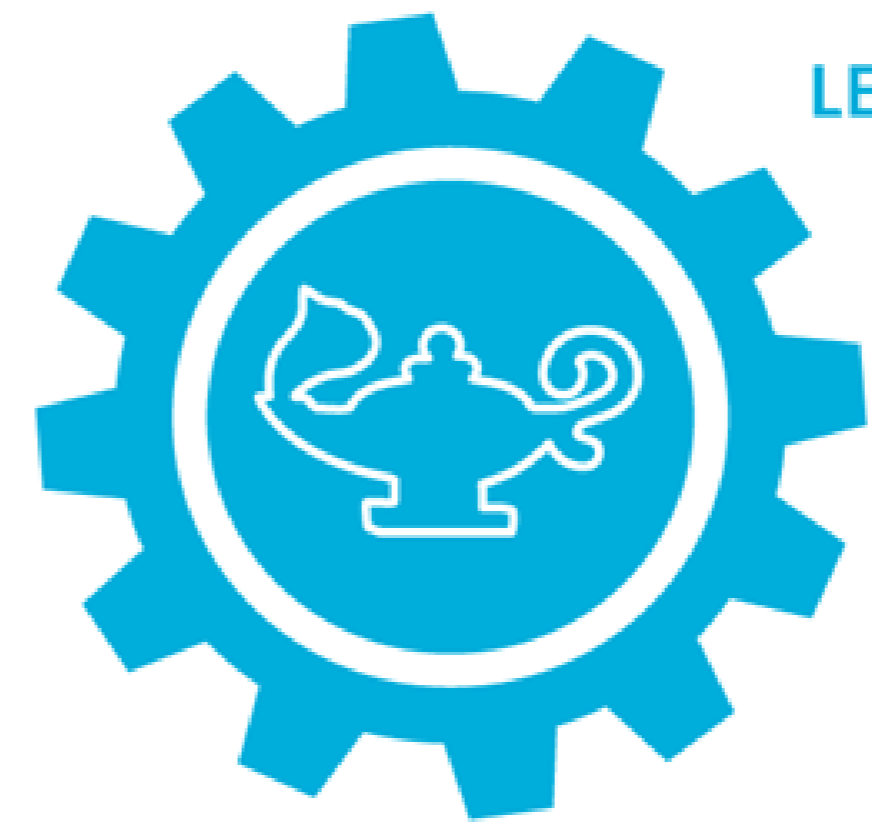
The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Strategic Plan

VISION 2020



LEARNING AND
TEACHING



ACHIEVEMENT



BALANCED
ASSESSMENT

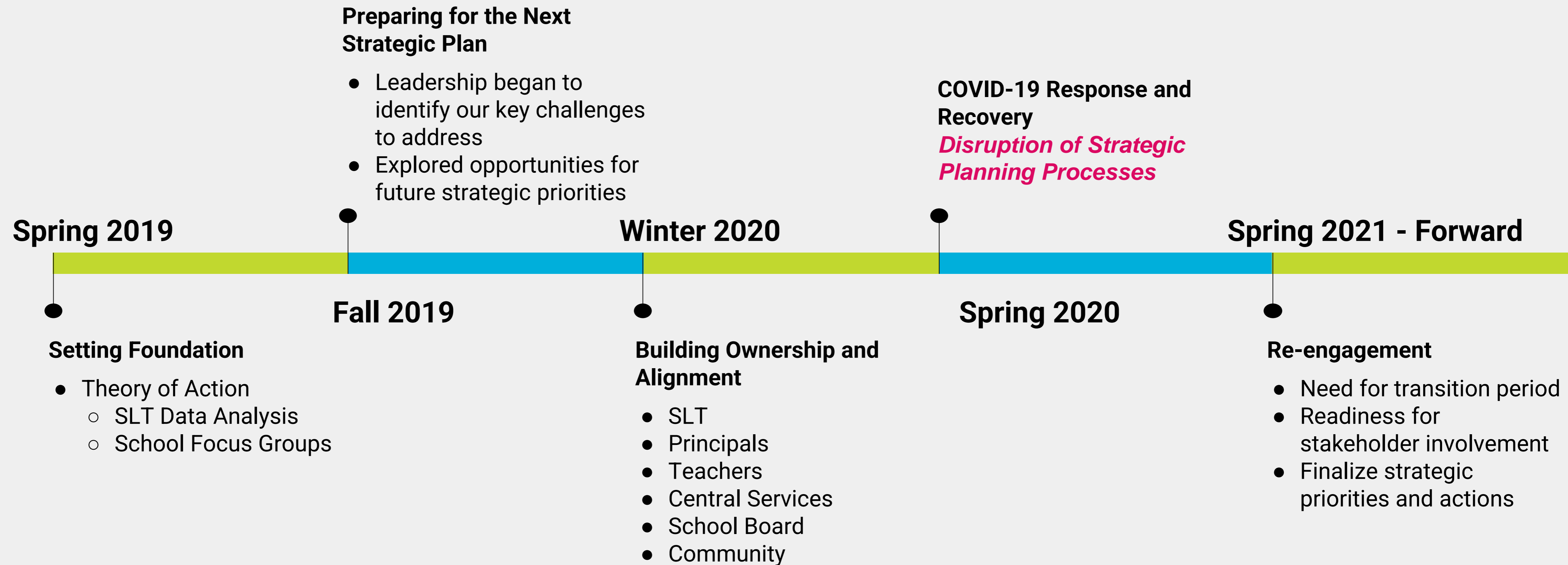


HUMAN
CAPITAL



COMMUNITY
ENGAGEMENT

Strategic Planning Overview 2019 - Today





Retrospective

Beth Silveira and WCPSS Board of Education



Gallery Walk: Step 1

Group 1

Roxie Cash
Heather Scott
Keith Sutton

What might you like to amplify in the next strategic plan? Why?

Group 2

Monika Johnson-Hostler
Christine Kushner
Dr. Jim Martin

What might you like to see us sunset in order to make way for new things? Why?

Group 3

Karen Carter
Chris Heagarty
Lindsay Mahaffey

What would you like to see created? Why?

As a small group:

- Discuss the question assigned, brainstorming freely.
- List your ideas on your chart paper.



Gallery Walk: Step 2

As you move to each question, discuss as a group and:



Checkmark those ideas with which you **agree** or that **resonate** with you.



Use the blue sticky notes to **ask questions** that you would like the group to answer or consider.



Use the green sticky notes to add on any **additional ideas**.



Gallery Walk: Step 3

- Return to original question and review input.
- Consolidate and integrate any new ideas; consider questions left for you.
- Prepare to present the themes from your question, as well as any questions left to be considered.
- Select a member to report out.
- Each group will present their themes and questions.



Theory of Action

Dr. Lloyd Gardner

Beth Silveira



Pathway to a Theory of Action

Purpose

A theory of action is our belief, grounded in analysis of data, about how we move from the current state to the desired state. It outlines the accountabilities for each person in our school district in order for each student to experience the learning, relationships, and services necessary to succeed in school and life.

Process

- **Learned** from exemplars and the Wallace Foundation
- **Analyzed** what is working and not working for our students and how classroom teaching, principal instructional leadership, and ultimately central office practice, structures, and systems contribute to current student performance
- Conducted focus groups of **students, teachers,** and **school administrators** to expand thinking
- Used these data to write our Theory of Action



“Recreating the central office around these themes in a way that responds to the strengths and needs of an individual district and its people is a major undertaking that requires a clear rationale and the commitment, time, and engagement of many participants throughout the system if it is to succeed.”

The Wallace Foundation and the Center for Educational Leadership: Central Office Transformation Toolkit



Our Theory of Action

In WCPSS, historical data analysis shows:

1. Academic gaps between student subgroups evident in grade 3 remain stable over the next 6-7 years;
2. Many students come to school with talents that are not reflected in traditional academic achievement measures;
3. Lack of engagement, subgroup achievement gaps, and discipline data are interconnected - we see the same gaps among subgroups, especially children of color, on all those measures, and the gaps may be related to each other;
4. African American/Black students report less positive teacher-student relationships than White and Asian students; and
5. Fewer middle and high school students report positive relationships with teachers than do elementary students.

Therefore, we believe that

→ If Central Services

- functions as a differentiated support system for schools, and
- outlines expectations for success for each school, and
- identifies the measures of success, and

→ Then principals

- serve as the instructional leaders of their school, and
- align the work in the school to the district defined expectations for success, and
- leverage resources differentiated for the school based on data, and
- provide strategic input and feedback on school needs

→ So that teachers

- focus on understanding and implementing the instructional core, and
- demonstrate leadership in their feedback and decisions for their students and school

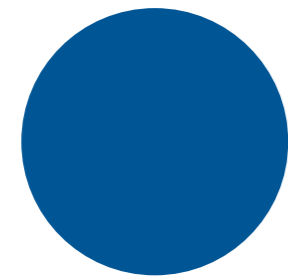
→ In order for our students

- to make positive connections to school, and
- to maximize their learning, and
- to exercise agency in their learning through feedback and participation, and
- to graduate on time

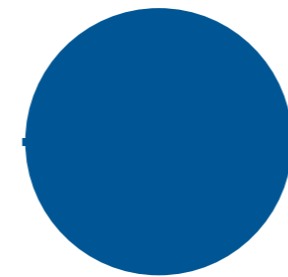


Theory of Action: Reflect and Connect Independently

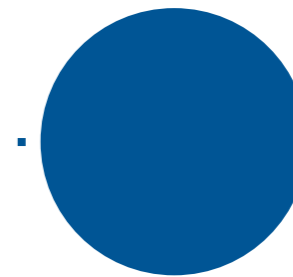
Independently reflect on the following questions, making explicit connections to your earlier retrospective as you do.



In what ways do you see our Core Beliefs aligned with our Theory of Action?



In what policy or funding implications might the Board need to engage to support the district's Theory of Action?



What other thoughts or considerations might you have to offer related to the Theory of Action?



Theory of Action: Reflect and Connect Together

Group 1

Roxie Cash
Lindsay Mahaffey
Dr. Jim Martin

Group 2

Karen Carter
Chris Heagarty
Monika Johnson-Hostler

Group 3

Christine Kushner
Heather Scott
Keith Sutton

Small Group Dialogue

1. Discuss your reflections and be prepared to share themes with the whole group.

Whole Group Report Out

1. Listen for and call out commonalities among groups.
2. Identify differences between the groups.
3. Pose questions you would like for the whole Board to consider.
4. Pose questions that you would like for staff to consider.



Next Steps

Dr. Lloyd Gardner

Beth Silveira

WHAT 
STARTS
 HERE
CHANGES
 EVERYTHING.