

*Final Review*

# Wake County Public School System Strategic Plan

*Final for Review*  
2023



## **MISSION AND VISION**

### **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.

### **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.

## **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, well-being, and student agency.

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.

7

All students and staff deserve to work in optimal learning environments supported by sufficient resources, well-maintained facilities, and sustainable operational systems.

# Final Review

## For Feedback

### ABOUT THE FRAMEWORK

To accomplish our vision and mission, we have established strategic priorities and essential pillars.

The **strategic priorities** of...

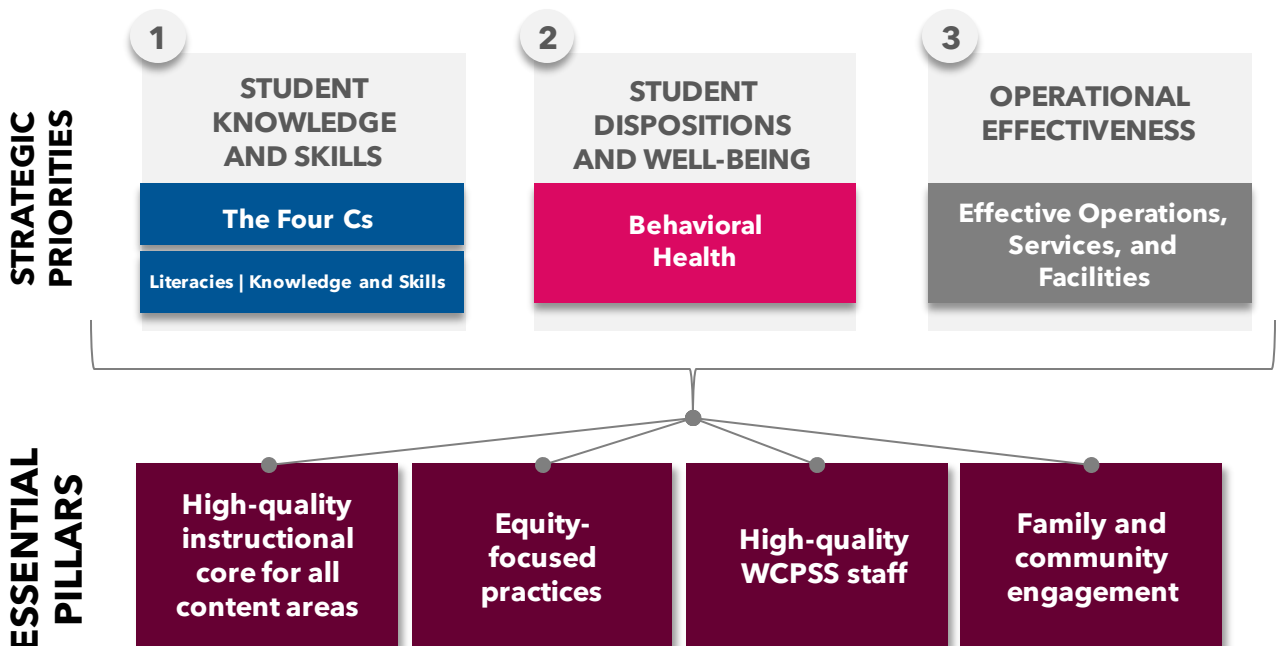
- **student knowledge and skills,**
- **student dispositions and well-being,** and
- **operational effectiveness**

...represent the **outcomes** we aspire to for our students, staff, and community.

The **essential pillars** of...

- **high-quality instructional core for all content areas,**
- **equity-focused practices,**
- **high-quality staff, and**
- **family and community engagement**

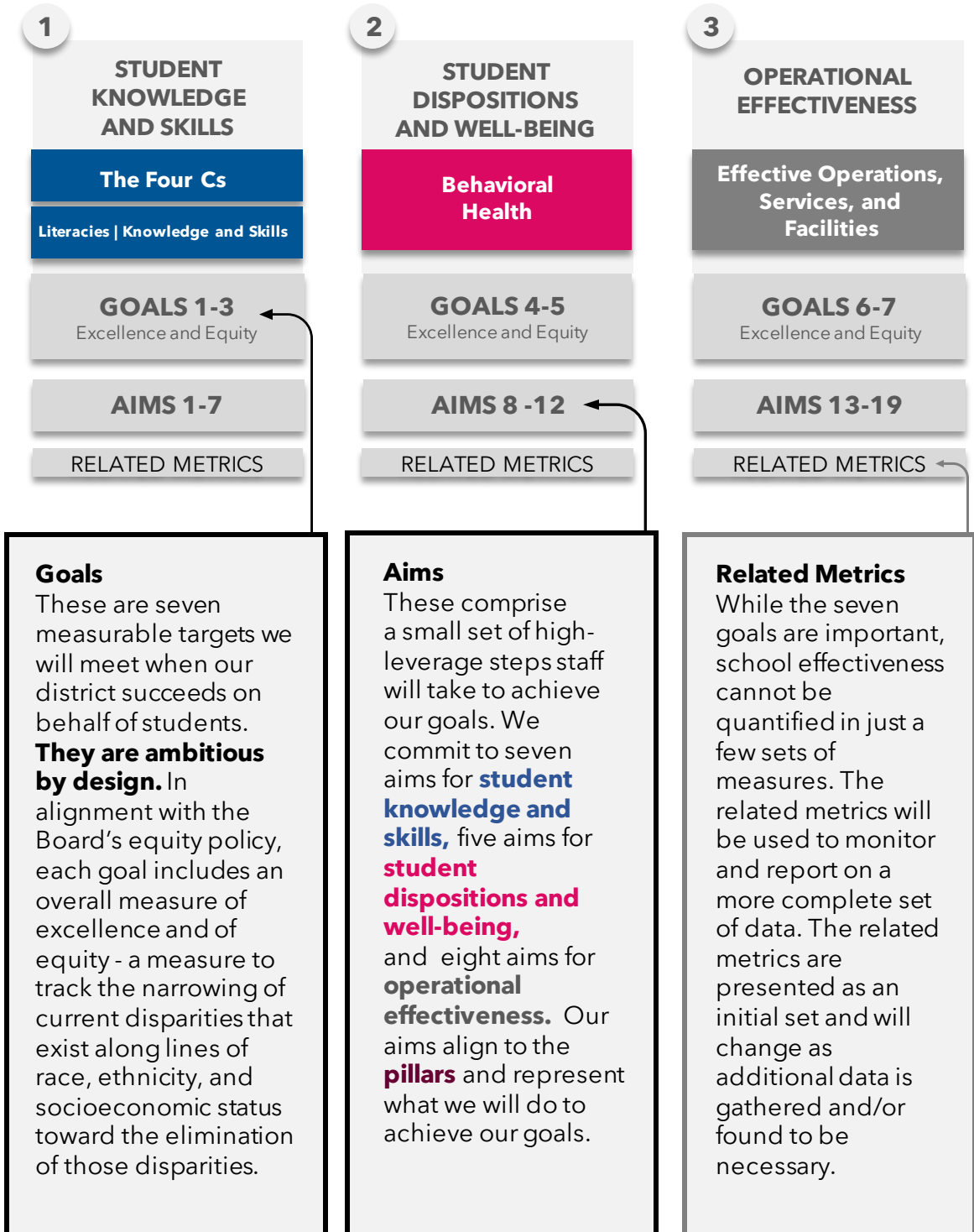
...are the **necessary conditions** that will allow us to reach these outcomes.



# Final Review

## For Feedback

For each priority we have outlined **goals, aims, and related metrics** for ongoing monitoring.



# Final Review

## For Feedback

### PRIORITY 1

#### STUDENT KNOWLEDGE AND SKILLS

The Four Cs

Literacies | Knowledge and Skills

Students develop critical thinking, communication, collaboration, and creativity skills.

Students are challenged and engaged in relevant, rigorous, standards-aligned, and meaningful learning each day in

- Reading/Language Arts;
- Mathematics;
- Science;
- Social Studies;
- the Arts;
- Digital Literacy;
- Financial Literacy; and
- Other Content Areas.

#### GOAL 1: GRADUATION

By 2028, WCPSS will annually graduate **98%** of students prepared to reach their full potential and lead productive lives in a complex and changing world. By 2028, WCPSS will eliminate graduation rate disparities by race, ethnicity, gender, and socio-economic status.

#### GOAL 2: PROFICIENCY

By 2028, **90%** of WCPSS students will meet or exceed grade level proficiency. By 2028, WCPSS will eliminate proficiency disparities by race, ethnicity, gender, and socio-economic status.

#### GOAL 3: GROWTH

By 2028, **90%** of WCPSS schools will exceed the state-wide average for growth and **100%** of student subgroups will exceed the state-wide average growth.

# Final Review For Feedback

## PRIORITY 1

### STUDENT KNOWLEDGE AND SKILLS

The Four Cs

Literacies

### RELATED METRICS

<b>Early Literacy</b>	% of students disaggregated by demographics in K, 1 and 2 meeting early reading benchmarks as measured by mCLASS
<b>3<sup>rd</sup> Grade Reading</b>	% of students disaggregated by demographics reading at grade level at the end of the 3 <sup>rd</sup> grade as measured by the EOG Reading assessment
<b>3<sup>rd</sup> Grade Math</b>	% of students disaggregated by demographics meeting grade-level mathematics expectations in 3 <sup>rd</sup> grade as measured by the EOG Math assessment
<b>Cohort Persistence</b>	% of students in Grades 9-12 disaggregated by demographics who are promoted to the next grade level each year
<b>6<sup>th</sup> Grade Reading</b>	% of students disaggregated by demographics reading at grade level at the end of the 6 <sup>th</sup> grade as measured by EOG Reading
<b>6<sup>th</sup> Grade Math</b>	% of students disaggregated by demographics meeting grade-level mathematics expectations in 6 <sup>th</sup> grade as measured by EOG Math assessment
<b>CTE Completers</b>	% of overall student population disaggregated by demographics who complete a Career and Technical Education pathway upon graduation
<b>Dual Enrollment</b>	% of students disaggregated by demographics taking and passing at least one college-level course in high school
<b>End of Course Assessments</b>	% of students disaggregated by demographics meeting expectations as measured by End of Course Assessments in Math I, Biology, English II, and Math III
<b>ACT Scores</b>	% of seniors disaggregated by demographics meeting the college-ready benchmarks on the ACT
<b>4 Cs</b>	% of teachers reporting that their students demonstrate 4C skills in the classroom
<b>Post-Secondary Persistence</b>	% of students disaggregated by demographics persisting in post-secondary education
<b>Teacher Professional Learning</b>	Teacher survey data on professional learning and professional learning communities (PLCs)

*\*The related metrics are presented as an initial set and will change as additional data is gathered and/or found to be necessary to inform our work toward the priorities and goals.*

# Final Review

## For Feedback

### PRIORITY 1

#### STUDENT KNOWLEDGE AND SKILLS

The Four Cs

Literacies

#### High-quality instructional core for all content areas

**Aim 1** | Cultivate high-quality professional learning communities.

**Aim 2** | Deliver standards-based, rigorous, culturally responsive, and inclusive curriculum resources and instructional practices that are enhanced by technology.

**Aim 3** | Analyze performance data to guide core instructional planning and high-impact interventions and acceleration.

#### Equity- focused practices

**Aim 4** | Eliminate over-representation in Special Education and under-representation in advanced coursework by race, ethnicity, and gender.

#### High-quality WCPS staff

**Aim 5** | Design and offer comprehensive professional learning pathways for all staff.

#### Family and community engagement

**Aim 6** | Provide clear, accessible, and consistent information about family involvement opportunities.

**Aim 7** | Empower families and communities to partner in their children's learning and school improvement by honoring their perspectives and unique needs.

# Final Review For Feedback

## PRIORITY 2

### STUDENT DISPOSITIONS AND WELL-BEING

#### Behavioral Health

Students and staff are empowered individually and collectively to develop and apply the knowledge, skills, and dispositions for overall well-being and resilience.

#### GOAL 4: ATTENDANCE

By 2028, WCPSS will ensure **95%** of all students are in attendance at least **95%** of their days in membership and will eliminate disparities by race, ethnicity, gender, and socio-economic status.

#### GOAL 5: STUDENT WELL-BEING

By 2028, **90%** of WCPSS students will demonstrate the social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making and eliminate any disparities by race, ethnicity, gender, and socio-economic status.

# Final Review For Feedback

## PRIORITY 2

### STUDENT DISPOSITIONS AND WELL-BEING

Behavioral Health

### RELATED METRICS

<b>Out-of-School Suspension</b>	% of students disaggregated by demographics receiving out-of-school suspensions
<b>Chronic Absenteeism</b>	% of students disaggregated by demographics who attend school less than 90% of the time
<b>Teacher-Student Relationships</b>	% of students disaggregated by demographics agreeing that the quality of teacher-student relationships in their school is strong
<b>Peer Support for Learning</b>	% of students disaggregated by demographics agreeing that peer support for learning in their school is strong
<b>Student Conduct</b>	% of teachers reporting that they spend 1 hour or less each week addressing student discipline issues
<b>TWC - Behavior</b>	% of teachers disaggregated by demographics responding positively to teacher working conditions questions related student mental health, SEL and behavior
<b>Specialized Support Personnel</b>	Ratio of key support staff to students across schools (nurse, counselors, and others)
<b>Mental Health Referrals</b>	Total number of students referred by school-based teams to Alliance Mental Health services

*\*The related metrics are presented as an initial set and will change as additional data is gathered and/or identified as necessary to inform our work toward the priorities and goals. These metrics do not have targets. Tracking these metrics will help us to better understand current practices and identify additional needs for resources and support, but there is no single preferred percentage.*

# Final Review

## For Feedback

### PRIORITY 2

#### STUDENT DISPOSITIONS AND WELL-BEING

#### Behavioral Health

##### High-quality instructional core for all content areas

**Aim 8** | Expand access to high-quality instructional programming, enrichment, and co-curricular activities to provide a point of connection for every student.

**Aim 9** | Provide a safe, inclusive learning environment that is responsive to all students' behavioral health needs and promotes a sense of belonging.

##### Equity-focused practices

**Aim 10** | Eliminate over-representation by race, ethnicity, and gender in student discipline referrals, suspensions, and absences.

##### High-quality WCPSS staff

**Aim 11** | Cultivate a workplace culture that embraces diversity, promotes engagement and well-being, and fosters belonging.

##### Family and community engagement

**Aim 12** | Build strong relationships among staff, families, and community organizations in order to share resources and promote well-being.

# Final Review

## For Feedback

### PRIORITY 3

#### **OPERATIONAL EFFECTIVENESS**

Effective Operations,  
Services, and Facilities

The district provides timely and consistent service for every student and an inviting, safe environment for teaching and learning at every school.

WCPSS operates efficiently, effectively and sustainably. All employees have the resources they need to do their best work and support student learning and growth.

#### **GOAL 6: PARENT AND FAMILY EXPERIENCE**

By 2028, **95%** of families surveyed will indicate low barriers to engagement and positive school climate. By 2028, WCPSS will eliminate any disparities along lines of race, ethnicity, gender, and socio-economic status.

#### **GOAL 7: EMPLOYEE EXPERIENCE**

By 2028, X% of WCPSS employees will respond agree or strongly agree to select questions associated with employee satisfaction, engagement and wellness and will eliminate any disparities identified along lines of race, ethnicity, role, and gender in the percent of employees responding agree or strongly agree to the same questions.\*

*\*Baseline data will be established for this goal once the district implements an annual employee engagement survey for all staff.*

**OPERATIONAL  
EFFECTIVENESS**

Effective Operations,  
Services, and Facilities

**RELATED METRICS**

<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Staffing levels/vacancies</li> <li>• Uncovered bus runs</li> <li>• Driver absences</li> <li>• DPI efficiency rating</li> <li>• DPI bus inspection score</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• % success rate for resolution of help desk tickets according to Technology Services service-level agreements (SLA)</li> <li>• % network availability</li> <li>• % completion rate of KnowBe4 training for all staff</li> <li>• % of staff correctly identifying KnowBe4 phishing attempts</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• % of open work orders</li> <li>• Response time to work orders</li> </ul>
<b>Staff Retention and Recruitment</b>	<ul style="list-style-type: none"> <li>• Number of employment applications submitted overall and by position type, with percentage change over time</li> <li>• Number of employees hired overall and by position type, with percentage change over time</li> <li>• % of vacant positions overall and by position type, with percentage change over time</li> <li>• Current employee demographic data overall and by position type, with percentage change over time</li> <li>• % of employees resigning overall and by position type, with percentage change over time</li> <li>• Time to hire from recommendation to new hire orientation</li> </ul>
<b>Safety and Security</b>	<ul style="list-style-type: none"> <li>• Specific responses related to safety on the NCTWC and WCPSS Teacher Survey</li> <li>• Safety Drills completion</li> </ul>
<b>Employee Wellness and Engagement</b>	<i>New survey to be launched in 2023-24</i>
<b>Family Engagement</b>	<ul style="list-style-type: none"> <li>• Usage data from district communication tools such as Talking Points and School Messenger</li> <li>• % of families accessing CNS information platforms</li> </ul>
<b>Community Listening Sessions Focus Groups</b>	<ul style="list-style-type: none"> <li>• Insights from regularly conducted, geographically diverse, town halls, kitchen table conversations, and/or community listening sessions with a special focus on ensuring all voices in the community are heard.</li> </ul>

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# Final Review For Feedback

## PRIORITY 3

### OPERATIONAL EFFECTIVENESS

Effective Operations,  
Services, and Facilities

#### Equity- focused practices

**Aim 13** | Implement an equity framework that provides systemic expectations around equity to differentiate support, guidance, and resources across all schools and departments.

**Aim 14** | Differentiate resource allocation to provide PreK-12 students with equitable access to high-quality teachers and principals, and sufficient support services.

#### High-quality WCPS staff

**Aim 15** | Recruit, hire, develop, and retain diverse instructional and non-instructional staff.

#### Effective Operations, Services, and Facilities

**Aim 16** | Establish metrics of accountability for departmental management.

**Aim 17** | Ensure that all students and staff have continuous, high-quality, and equitable access to facilities and technology (infrastructure and devices).

**Aim 18** | Prioritize safety upgrades, including upgrading facilities, improving safety plans, and focusing on cyber-security.

**Aim 19** | Evaluate practices to ensure safe, timely, efficient, and reliable transportation services.

**Aim 20** | Establish new systemic processes and guidelines balancing operational efficiency, fiscal responsibility, and environmental sustainability.

## PRIORITY 1

### STUDENT KNOWLEDGE AND SKILLS

#### GOALS

Excellence and  
Equity in

GOAL 1: **STUDENT GROWTH**  
GOAL 2: **STUDENT PROFICIENCY**  
GOAL 3: **GRADUATION RATES**

#### CORE

- Aim 1** | Cultivate high-quality professional learning communities.
- Aim 2** | Deliver standards-based, rigorous, culturally responsive, and inclusive curriculum resources and instructional practices that are enhanced by technology.
- Aim 3** | Analyze performance data to guide core instructional planning and high-impact interventions and acceleration.

#### EQUITY

**Aim 4** | Eliminate over-representation in Special Education and under-representation in advanced coursework by race, ethnicity, and gender.

#### STAFF

**Aim 5** | Design and offer comprehensive professional learning pathways for all staff.

#### FAMILY

- Aim 6** | Provide clear, accessible, and consistent information about family involvement opportunities.
- Aim 7** | Empower families and communities to partner in their children's learning and school improvement by honoring their perspectives and unique needs.

## PRIORITY 3

### OPERATIONAL EFFECTIVENESS

#### GOALS

Excellence and  
Equity in

GOAL 6: **STAFF EXPERIENCE**  
GOAL 7: **FAMILY EXPERIENCE**

#### EQUITY

- Aim 13** | Implement an equity framework that provides systemic expectations around equity to differentiate support, guidance, and resources across all schools and departments.
- Aim 14** | Differentiate resource allocation to provide PreK-12 students with equitable access to high-quality teachers and principals, and sufficient support services.

#### STAFF

**Aim 15** | Recruit, hire, develop, and retain diverse instructional and non-instructional staff.

## PRIORITY 2

### STUDENT DISPOSITIONS AND WELL-BEING

#### GOALS

Excellence and  
Equity in

GOAL 4: **ATTENDANCE RATES**  
GOAL 5: **SEL SKILLS**

#### CORE

- Aim 8** | Expand access to high-quality instructional programming, enrichment, and co-curricular activities to provide a point of connection for every student.
- Aim 9** | Provide a safe, inclusive learning environment that is responsive to all students' behavioral health needs and promotes a sense of belonging.

#### EQUITY

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#### STAFF

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#### FAMILY

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- Aim 19** | Evaluate practices to ensure safe, timely, efficient, and reliable transportation services.
- Aim 20** | Establish new systemic processes and guidelines balancing operational efficiency, fiscal responsibility, and environmental sustainability.