



Wilkes County Schools

Strategic Goals (2013-2018)

Goal 1: Wilkes County Schools will produce globally competitive students.

Goal 2: Wilkes County Schools will be led by 21st Century professionals.

Goal 3: Wilkes County Schools students will be healthy and responsible.

Goal 1: Wilkes County Schools will produce globally competitive students.

Descriptors:

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them with a local, national, and international competitive edge for success in the college and career.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing global environment.
- Every student has the opportunity to graduate from high school with an Associate Degree or college transfer credit.

- Measures of Success:

A. Increase 4-year graduation cohort rate to 93% by June, 2018

Actions/Frameworks/Strategies

- Utilize Gear-Up and Student Success programs to provide targeted assistance for at-risk students
- Use PBIS, Behavioral Support Teams, EC Support staff, Counselors, Social Workers, and Student Services Support personnel to provide behavioral support for students
- Increase transition programs for students who are at risk at all levels.
- Develop business partnerships to increase rigor and relevancy of the curriculum
- Utilize PBIS framework to improve the culture and climate of the schools

B. Increase the percentage of students meeting proficiency by the AMO+1% ratio by June, 2018.

Actions/Frameworks/Strategies

- Reading Foundations for teachers
- Corrective Reading with fidelity checks
- PD targeted for areas in need

- Use data teams to target differentiated instruction, interventions with MTSS, and target needs
 - Current use of I/E time for interventions and enrichment
 - Increase the opportunities for Standards Based PD to encourage Standards Based grading K-12
 - Create lessons for CTE that create engaging experiences that focus on 21st century skills and real world connections
 - Increase accessibility to scholastic competitions in all areas
- C. Work collaboratively with NWRESA, ASU, and other stakeholders to increase the understanding of content knowledge and in-depth problem solving. Students will demonstrate an increase in college/career-readiness by achieving a composite mean of 21.0 on the ACT by June 30, 2018.
- D. Students will demonstrate growth in college/career-readiness by increasing the level of students meeting the UNC Entry Requirement score of a 17 composite (for English Composition, College Algebra, College Social Science, & College Biology) by 20% by June 30, 2018.

Actions/Frameworks/Strategies

- Participation and leadership of counselors in analyzing and disaggregating ACT data during high school data team meetings to meet student needs
 - Provide ACT preparation activities and resources to students and parents
 - Provide training for teachers and administrators to better understand Explore, Plan, and ACT tests and utilize results to academically support students
- E. Students will demonstrate growth in college/career-readiness by increasing the percentage of students completing Math III to 95% by June 30, 2018.

Actions/Frameworks/Strategies

- Use data teams to identify areas of strengths and weaknesses to target instruction
 - PD targeted to meet needs of schools
 - Work collaboratively with NWRESA, ASU, and other stakeholders to increase the understanding of content knowledge and in-depth problem solving
 - Increase the content knowledge of instructional specialists in the areas of math to provide the needed classroom support
 - Investigate the use of SREB Math Readiness course in all high schools.
- F. Students will demonstrate an increase in career-readiness through a 7.4% increase in the number of completers and a 10%

increase in CRC attainment on the WorkKeys assessment by June 30, 2018.

Actions/Frameworks/Strategies

- Continue providing professional development for high school administrators and counselors regarding CTE completers and the value of WorkKeys certification.
 - Connect WorkKeys performance to graduation recognition.
 - Continue providing developmentally appropriate career exploration and development of workplace skills K-12.
 - Promote WorkKeys performance and workplace readiness to community stakeholders.
 - Continue the development process of Pathways to Prosperity.
- G. High School students will demonstrate an increase in college and career-readiness through a 100% increase in the number of college credits obtained with an increase to 60% percent of eligible students participating in college level courses (based on the year end PMR) by June 30, 2018.

Actions/Frameworks/Strategies

- Liaison from WCC working with all four high schools to inform, enroll, and support students with Career and College Promise
- Inform parents and students about Credit by Demonstrated Mastery
- Increasing access and knowledge of Pathways to Prosperity (6-12) based on local workforce needs
- Increase professional development for teachers about college and career readiness along with how their attitudes influence student outcomes
- Inform students of what is available and what pathways are available

Goal 2: Wilkes County Schools will be led by 21st Century professionals.

Descriptors:

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions identified as success traits for today's youth to become leaders in the global community.
- Every education professional will receive preparation in the interconnectedness of the world of knowledge and skills,

including language and world culture study. Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with best practices in growth-centered instruction and assessment.

- Every educational professional will use data to inform instruction and the support systems needed to enhance the effectiveness of instruction.
- Every educational professional models and supports the development of the highest standards of wellness and leadership for our youth.

A. Increase the percentage of teachers “Accomplished” or greater on Standard 1 by 15% by June 30, 2018.

Actions/Frameworks/Strategies

- Provide administrator training on the NCEES evaluation system to help evaluators better understand the evaluation instrument and to ensure inter-rater reliability
- Build teacher capacity by providing more opportunities for teachers to become district leaders, conduct district training sessions, and present at state conference to increase the number of teachers rated as accomplished
- Provide strategies for administrators to coach and mentor teachers and to provide honest feedback to teachers concerning their evaluations

B. Increase the percentage of teachers “Accomplished” or greater on Standard 4 by 15% by June 30, 2018.

Actions/Frameworks/Strategies

- Provide differentiated professional development based on content and grade level areas to increase teacher content knowledge
- Collaboration between instructional specialists, instructional technology facilitators, and EC program specialists to develop a common focus to support teachers in content areas
- Utilize data teams and PLC’s to determine best strategies for student growth using data driven decision making
- Provide training to equip principals to be instructional leaders within their schools

C. Increase the percentage of teachers meeting or exceeding growth in EOG and EOC assessments to 95% by June 30, 2018.

Actions/Frameworks/Strategies

- Professional Development
- Classroom Teachers
 - In content area

- Differentiated instruction (EC, AIG, LEP)
- Understanding EVAAS data to maximize student growth
- How to utilize peer observations/instructional rounds to improve instruction
- School Administrator
 - Coaching teachers
 - Understanding EVAAS data to maximize student growth through teacher assignment
 - Curriculum and EC support personnel
 - Coaching teachers
 - Data Teams
 - To incorporate best practice with data team implementation to include analysis at the individual classroom, grade level and school level.

Goal 3: Wilkes County Schools students will be healthy and responsible.

Descriptors:

- Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle and students are taught and encouraged to make responsible choices for wellness.
- Every school supports the development of high levels of student character, personal responsibility, and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

A. Increase student attendance average to 97% by June, 2018

Actions/Frameworks/Strategies

- Provide support and resources to School Social Workers to monitor student attendance as well as explore innovative ways to increase attendance rate.
- Ensure school board policy promotes optimal attendance by staff and students, i.e. school calendar, attendance incentives, and deterrents.
- Communicate student and staff attendance to district stakeholders on a periodic basis to increase awareness of

attendance rate.

- B. Increase the percentage of students meeting the school-wide behavioral expectations for PBIS by 2.3% by June 30, 2018.

Actions/Frameworks/Strategies

- Professional development/training in PBIS for all non-certified support staff (bus drivers, TAs, office staff, cafeteria, custodians, etc.)
- Increase the number of student services staff to effectively support socio-emotional growth of all students.
- Increase collaboration with existing community agencies to provide mental health, substance abuse, and parenting resources.
- Locate businesses and civic groups to provide support for school specific incentive programs.
- Continue to analyze and respond to PBIS and school disciplinary data.
- Professional development for teachers on how trauma and poverty impact student learning and behavior.
- Professional development on classroom management strategies that fit within the PBIS framework.

- C. Improve the percentage of students meeting 3 of 6 health zones as measured by the Fitness Gram Assessment to 96% by June 30, 2018.

Actions/Frameworks/Strategies

- Continued professional development in the NC Standard Course of Study in the areas of healthful living, physical education and nutrition.
- Provide support and resources to Physical Education teachers to adequately analyze data to drive and differentiate instruction.
- Continue to monitor facilities and equipment to ensure that the needs of the learning environment are met.
- Explore curricular resources to enhance the NC Standard Course of Study for physical education, healthy living and nutrition.
- Monitor student-teacher ratio to ensure the opportunity for optimal student learning exists.